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Level  
**3**

Text-Based  
Activity Book

# Between the Lines

*English as a Second Language*

Bruno  
**Gattuso**



Éditions HRW





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Text-Based  
Activity Book

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*English as a Second Language*

**Bruno Gattuso**



**Éditions HRW**

Groupe Éducalivres inc.

955, rue Berger

Laval (Québec) H7L 4Z6

Téléphone : (514) 334-8466

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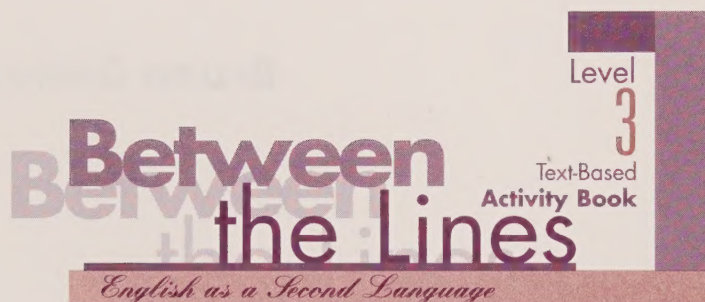
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# **T**able of contents

## **Unit 1 The Renaissance**

|                                        |    |
|----------------------------------------|----|
| Renaissance Cuisine . . . . .          | 1  |
| A Renaissance Chronology . . . . .     | 4  |
| Explorers of the Renaissance . . . . . | 7  |
| El Dorado . . . . .                    | 9  |
| Michelangelo . . . . .                 | 12 |
| Leonardo da Vinci . . . . .            | 15 |
| The Language . . . . .                 | 18 |
| The Politics . . . . .                 | 21 |
| The Two Martin Guerres . . . . .       | 24 |
| The Tower of London . . . . .          | 27 |

## **Unit 2 Great Disasters**

|                                                      |    |
|------------------------------------------------------|----|
| Disappearing Species . . . . .                       | 30 |
| Death of the Giants. . . . .                         | 36 |
| A Bomber Hits the Empire State<br>Building . . . . . | 39 |
| Mount Pelee . . . . .                                | 42 |
| Space Exploration Tragedies . . . . .                | 46 |
| Influenza . . . . .                                  | 49 |
| The Tunguska Blast . . . . .                         | 52 |
| Earthquakes . . . . .                                | 55 |
| The Future . . . . .                                 | 59 |

## **Unit 3 Famous Women**

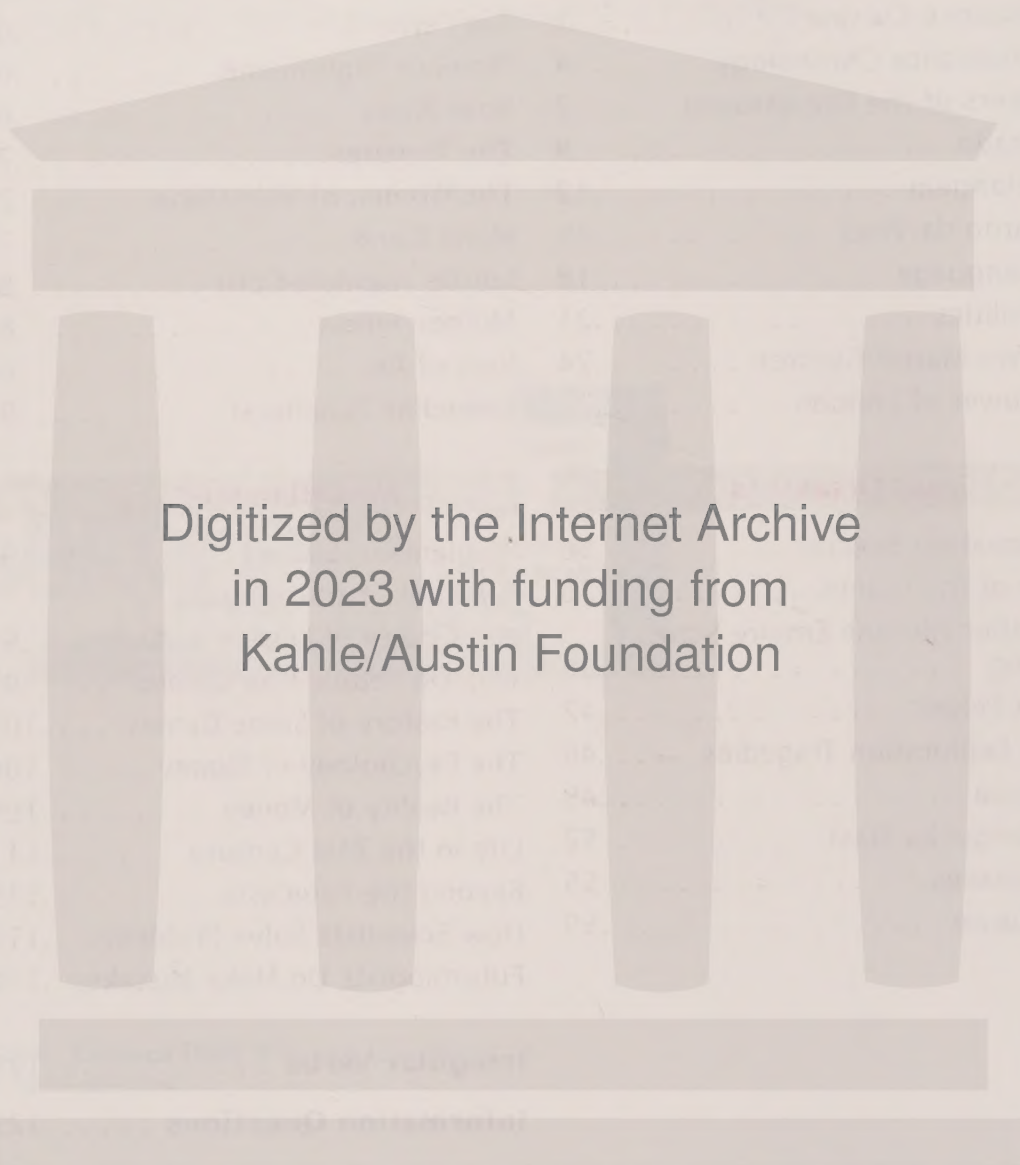
|                                    |    |
|------------------------------------|----|
| Eva Perón . . . . .                | 62 |
| Florence Nightingale. . . . .      | 65 |
| Rosa Parks . . . . .               | 68 |
| The Trimates . . . . .             | 71 |
| The Women of Ville-Marie . . . . . | 74 |
| Marie Curie . . . . .              | 77 |
| Lucille Teasdale-Corti . . . . .   | 81 |
| Mother Teresa . . . . .            | 84 |
| Joan of Arc . . . . .              | 87 |
| Emmeline Pankhurst . . . . .       | 91 |

## **Unit 4 Miscellaneous**

|                                                                        |     |
|------------------------------------------------------------------------|-----|
| Problems of Leisure . . . . .                                          | 94  |
| Personal Characteristics<br>and Choice of Leisure Activities . . . . . | 97  |
| Why Do People Play Games? . . . . .                                    | 99  |
| The History of Some Games . . . . .                                    | 102 |
| The Psychology of Money . . . . .                                      | 106 |
| The Reality of Money . . . . .                                         | 109 |
| Life in the 21st Century . . . . .                                     | 111 |
| Beyond the Forecasts . . . . .                                         | 113 |
| How Scientists Solve Problems . . . . .                                | 115 |
| Futurologists Do Make Mistakes . . . . .                               | 118 |

|                                  |     |
|----------------------------------|-----|
| <b>Irregular Verbs</b> . . . . . | 120 |
|----------------------------------|-----|

|                                        |     |
|----------------------------------------|-----|
| <b>Information Questions</b> . . . . . | 123 |
|----------------------------------------|-----|



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# Renaissance Cuisine

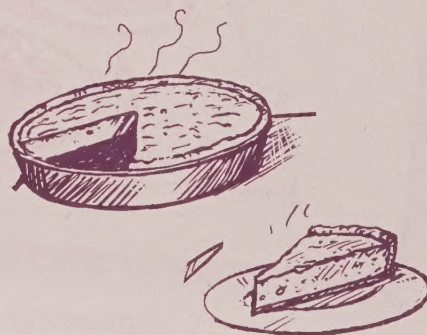


**Y**ou are probably wondering what people ate during the period known as the Renaissance. Although this particular period was a golden age of the arts and discovery, poverty was widespread. Basically, poor people ate what they could. However, for the richer classes, meals were a grand affair. Here are a few recipes from the period.

## CHESTNUT TORTA

### Ingredients:

- 1 cup riced chestnuts
- 3/4 cup riced pot cheese
- 2 tablespoons melted butter
- 1/2 cup cream
- 2 eggs
- 2 bulb ends of scallions, minced
- 1/8 teaspoon salt
- A dash white pepper
- 8-inch pie shell, baked for five minutes at 400°F



### Instructions:

Beat the eggs and add the cream, scallions and seasoning. Combine the chestnuts, cheese and melted butter, and add to the egg mixture. Pour into the pie shell. Place in an oven preheated to 350°F and bake for 25 to 30 minutes.

**SCAPPICINI****Ingredients:**

- 3 tablespoons mayonnaise
- 1 tablespoon lemon juice
- 1 tablespoon Worcestershire sauce
- 1 tablespoon finely minced chives or scallion ends
- 1/4 tablespoon curry powder
- Salt
- Black pepper
- Large piece of crab, cut into 1-inch pieces
- Salmon, cut into 1-inch pieces
- Hot, buttered rye Melba toast

**Instructions:**

Toss crabmeat and salmon, using a large spoon to avoid damaging the crabmeat. Add a pinch of salt and a generous amount of pepper to the tossing. To make the sauce, combine the mayonnaise, lemon, Worcestershire sauce, chives and curry. Place the seafood, sauce and toast on individual plates and serve.





Read the text. Answer the questions. Write complete sentences.

1. During the Renaissance, what did poor people eat?

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2. Which recipe requires pot cheese?

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---

3. Which recipe requires seafood?

---

---

4. For how long should you bake the Torta pie shell?

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5. What ingredients are common to both recipes?

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6. What different types of pepper should you use for the two recipes?

---

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7. Which expression means "to mix"?

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8. What do you think "add to the tossing" means?

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---

9. How much salt should you add to the Scappicini?

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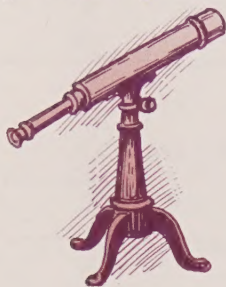




# A Renaissance Chronology



The Renaissance lasted from the 15th century to the middle of the 17th century in Europe. This period was particularly known for its innovations in the arts and the sciences. Here is a brief chronology of the period.



**1403** Ghiberti sculpts human bodies in realistic style for the bronze doors of the Florence baptistry.

**1419** Brunelleschi's design for the Foundling Hospital in Florence forms the basis for Renaissance architecture.

**1435** Donatello sculpts *David*.

**1440** Gutenberg invents the printing press from moveable type.

**1476** William Caxton sets up a printing press in Westminster, London.

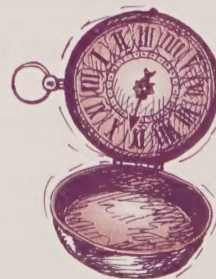
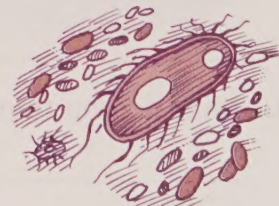
**1485** Botticelli paints *The Birth of Venus*.



**1493** Paracelsus is born. His work would later determine that the cause of disease was an agent from outside the body – what we now call bacteria.

**1495 – 1497** Leonardo da Vinci paints *The Last Supper*.

**1500** Peter Henlein invents the "Nuremburg Egg" (a spring-driven pocket watch).





**1501 – 1504** Michelangelo sculpts the statue *David*.

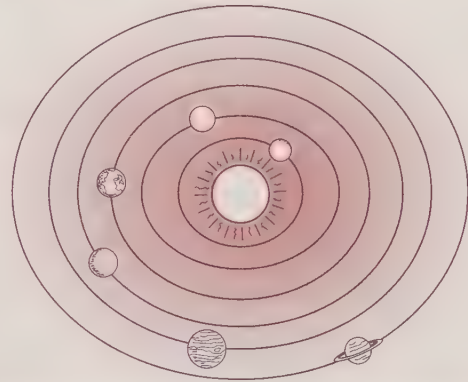
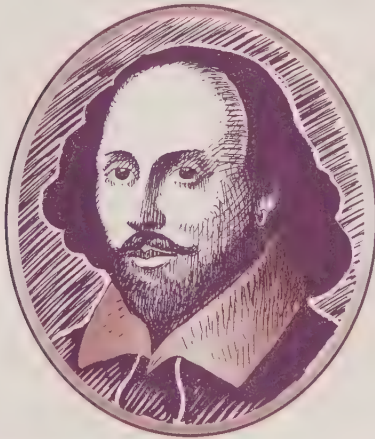
**1503** Leonardo da Vinci paints the *Mona Lisa*.

**1508 – 1512** Michelangelo paints the Sistine Chapel in Rome.



**1543** Copernicus publishes his theory that the sun is the centre of the solar system.

**1564** William Shakespeare is born.



**1592** Galileo invents the thermometer.

**1600** The telescope is invented in Holland.

**1609** Johannes Kepler suggests a law to explain the movement of planets.

**1616** William Shakespeare dies.

**1628** William Harvey publishes his work on the circulation of blood.

**1644** Torricelli invents the mercury barometer.



Read the text. Answer the questions. Write complete sentences.

1. Who sculpted the first *David*?

\_\_\_\_\_

2. When was the thermometer invented?

\_\_\_\_\_

3. Who invented the printing press?

\_\_\_\_\_

\_\_\_\_\_

4. What was the "Nuremberg Egg"?

\_\_\_\_\_

\_\_\_\_\_

5. Where was the telescope invented?

\_\_\_\_\_

\_\_\_\_\_

6. How old was Shakespeare when he died?

\_\_\_\_\_

\_\_\_\_\_

7. Name two works by Leonardo da Vinci.

\_\_\_\_\_

\_\_\_\_\_

8. Whose work would later determine the cause of disease?

\_\_\_\_\_

\_\_\_\_\_

9. Where did Michelangelo paint the Sistine Chapel?

\_\_\_\_\_

\_\_\_\_\_

10. What did Kepler's law explain?

\_\_\_\_\_

\_\_\_\_\_



# Explorers of the Renaissance

In a way, this period could be compared to the 1960s. During the '60s, we set out to explore space. During the Renaissance, man set out to explore his own planet, since not much was known about the world outside Europe. There were many fabulous stories told about unknown lands holding immense treasures, and with this in mind, off went the fearless explorers of the day.

The Portuguese were among the first to head out toward uncharted worlds, under the patronage of Prince Henry the Navigator of Portugal. Between 1420 and 1456, the Portuguese "discovered" the Madeira, Azores and Cape Verde islands. Later on, around 1487, Bartholomeu Dias sailed around the Cape of Good Hope, South Africa.

But the most famous explorer of the time was not even Portuguese – he was Italian. In 1492 Christopher Columbus set sail to the west, hoping to find a shortcut to China. What he found was a whole new world.

Columbus was the first European to reach the Continent of America since the Vikings, and, like theirs, his discovery was purely accidental.

And what were the other European nations doing while Portugal was claiming the world as its own? Well, they were doing the same: the English took possession of Newfoundland with the help of an Italian named John Cabot in 1497; the Spanish conquered the Aztecs and the Incas in search of the fabled city of El Dorado; and the French sailed up the St. Lawrence River led by Jacques Cartier, a sailor from Saint-Malo.

Yes, the oceans of the world were as busy during this period in history as space was in the 1960s!



Read the text. Answer the questions. Write complete sentences.

1. What could exploration during the Renaissance be compared to?

---

---

2. Who sailed around the Cape of Good Hope?

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3. What nationality was he?

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4. Which famous explorer was not even Portuguese?

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---

5. Who were the first Europeans ever to reach the Continent of America?

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6. Who took possession of Newfoundland?

---

7. What country did he work for?

---

8. Name three sets of islands explored by the Portuguese between 1420 and 1456.

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9. What was Christopher Columbus hoping to find when he set out in 1492?

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10. Which people did the Spanish conquer?

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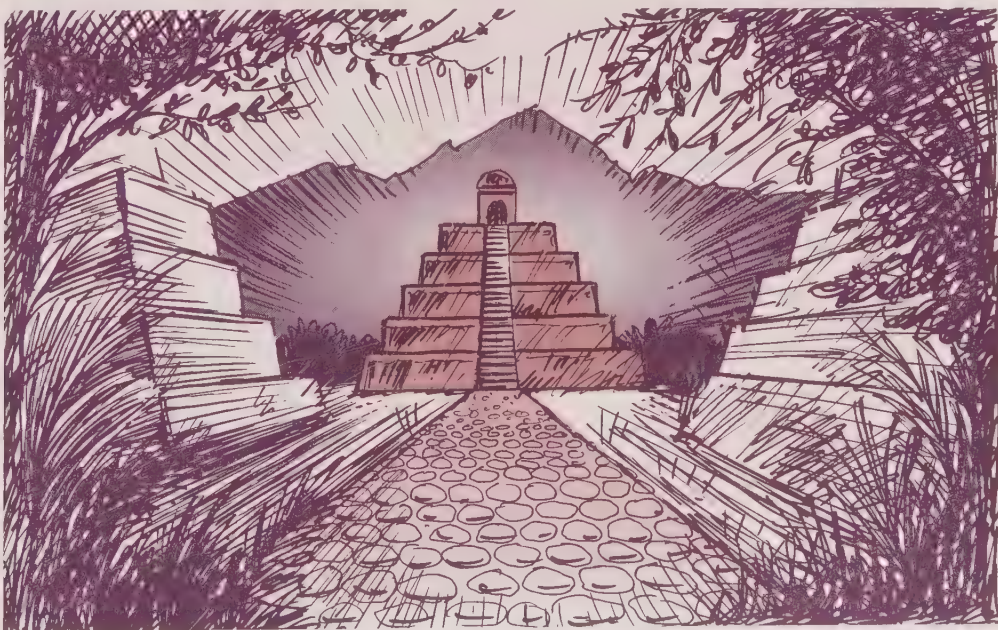
# El Dorado

Most explorers of the Renaissance were out to find new lands for their king and country. Some, however, were out to find riches for themselves. One of the most sought-out places at the time, and for many centuries to come, was the fabled city of El Dorado. It was said that the city was made of gold and was located somewhere in the Andes.

Hundreds tried to find the city, and hundreds died in the attempt. Its exact location remained vague. The reason they could not find the City of Gold was that El Dorado was not a city but a man.

The legend of El Dorado was spread by the Spanish conquistadors, who invaded Central America in the early 1500s. They heard stories about the sun-worshipping Chibcha people, who venerated gold as the sun god's metal. It was said that they wore golden clothes and their houses were covered with sheets of gold. El Dorado became known as the City of Gold. In truth, however, "El Dorado" does not stand for the "Golden Place" but rather the "Golden One."

The actual legend held that the Chibcha people worshipped not only the sun but also a being who lived in Lake Guatavita.



Each year, Indians from all around made pilgrimages to the lake. They rubbed a sticky resin on their chief and blew gold dust all over him until he glittered from head to toe (the "Golden One"). He was then taken on a raft to the middle of the lake, where he plunged into the water and rinsed off the gold dust while the others threw in offerings of gold and emeralds.

According to the legend, as the years went by, the lake was

filled with more and more gold and precious stones. As the exact location of Lake Guatavita became known, the Spanish, French and English (including the English adventurer Sir Walter Raleigh) made many efforts to drain the lake to get to the treasure of the Chibcha. Although some gold and emeralds were found, the treasures of El Dorado are still at the bottom of the sacred lake and will probably remain there for some time to come.





Read the text. Answer the questions. Write complete sentences.

1. What were the Spanish conquistadors out to find?

---

---

2. What did everyone think El Dorado was?

---

---

3. Where was El Dorado really situated?

---

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4. What does El Dorado really stand for?

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---

5. Where did the name come from?

---

---

6. According to the legend, what could be found at the bottom of the lake?

---

7. Which unsuccessful method was used to try to get to the treasure?

---

8. Which famous Englishman was among those who tried to get the treasure?

---

---

9. How many succeeded in their adventure to find the treasure?

---

10. Was any treasure found?

---

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# Michelangelo

When we think about the Renaissance, two names come to mind. One is the Italian genius Leonardo da Vinci, and the other is that of the most inspired creator in the history of art – Michelangelo.

His full name was Michelangelo di Lodovico Buonarroti Simoni, but he is simply known as Michelangelo. He was born in the city of Caprese in Italy in 1475. Because Michelangelo's father was a Florentine official and had connections with the Medici family, who ruled Florence at the time, he was able to place Michelangelo in a workshop to become a painter. Michelangelo studied

painting and sculpture, which he loved much more.

By the time Michelangelo was 16, he had produced two sculptures. At age 25 he finished his famous *Pieta*, which still stands in its original place in Rome. The *Pieta* is the only sculpture that Michelangelo actually signed. Once the statue had been placed for public viewing, Michelangelo stood nearby to hear what people had to say about it. As it turned out, they were enthusiastic about it, marvelling at how lifelike it was. Since Michelangelo was not very well known in Rome at the time, they wondered who the sculptor was. This







upset him, so he returned that night with a hammer and chisel and carved his name on the sash across the Madonna's breasts, making sure that no one would mistake his work for someone else's.

At the age of 33, Michelangelo was asked by Pope Julius II to paint the ceiling of the Sistine Chapel. He was not enthusiastic about painting, which he considered inferior to the art of sculpting, but no one dared refuse the Pope. Lying on his back on a scaffold high above the chapel floor, Michelangelo took four years to complete the work. Today, the ceiling of the Sistine Chapel is considered one of

art's greatest treasures. A few years later, he painted a fresco entitled *The Last Judgement*, which can be found behind the altar in the Sistine Chapel. In this fresco, Michelangelo painted himself as one of the damned. Perhaps for revenge, he included some cardinals in the group as well.

Michelangelo also had an interest in architecture. In 1546, he was made chief architect at St. Peter's Basilica in Rome. It was he who designed the dome of the Basilica, his greatest achievement.

Michelangelo died in Rome in 1564 while working on a sculpture. He left the world some of the most beautiful pieces of artwork.

Read the text. Answer the questions. Write complete sentences.

1. Where was Michelangelo born?

---

---

2. What was his full name?

---

---

3. Who was the ruling family of Florence at the time of his birth?

---

---

4. What was the name of the sculpture he finished at age 25?

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---

5. What makes that sculpture special?

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---

6. Who asked him to paint the Sistine Chapel?

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7. Which other painting did he do for the Sistine Chapel?

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8. Which other aspect of art interested him?

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9. What was Michelangelo's greatest achievement as an architect?

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---

10. How old was he when he died?

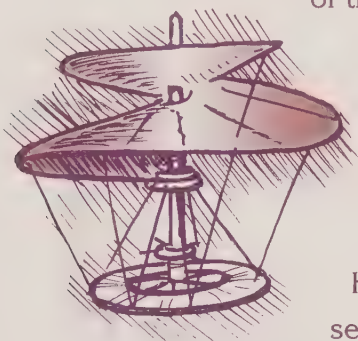
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# Leonardo da Vinci

If someone calls you a Renaissance man, you should take this as a compliment. You are probably being compared to the ideal Renaissance man, Leonardo da Vinci. Who was he? He was a painter, a sculptor, an architect, an engineer and a scientist. If there was anything worth learning, he learned it. His curiosity had no limits. He influenced the course of the arts in Italy for centuries, and his scientific work anticipated many of the developments of modern science.



Leonardo da Vinci was born in 1452 in the town of Vinci, near Florence. Around 1466 he was apprenticed to Verrocchio, a famous painter and sculptor. Over time, he, became famous too, as a painter and sculptor, but this was not enough for him. He wanted to know more. In 1482, he offered his services to the Duke of Milan as an engineer in the duke's army. He designed catapults, armoured vehicles (tanks), ships and much more. He drew plans for underwater ships (submarines), airplanes and helicopters, all of which would only be invented in the late 19th and

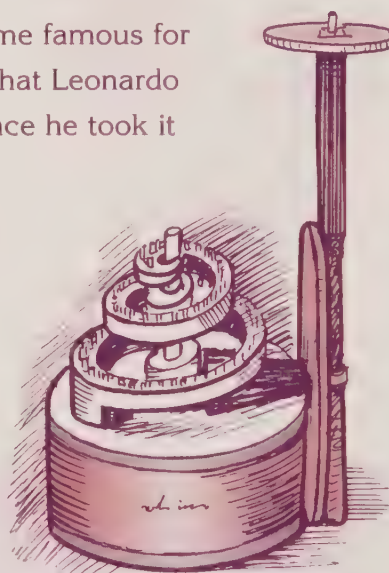


20th centuries. He was also interested in human anatomy, a subject on which he wrote many papers. A particularly interesting thing about his writings was that they were written backwards and could only be read when held up to a mirror. This was done to protect the writings from being copied.

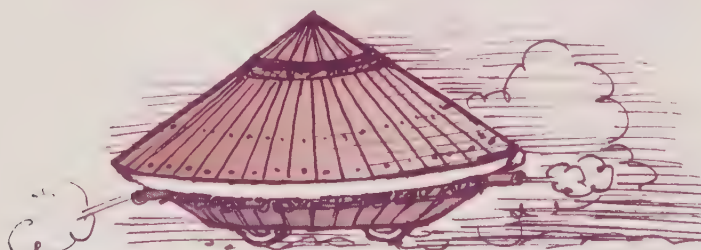
One of his most celebrated works is a painting that is now in the Louvres in Paris. It is called the *Mona Lisa*, also known as *La Gioconda*. There has been much speculation about this painting. Some say it is a kind of self-portrait; others say it is the portrait of a rich man's wife. All we know for sure is that it has become famous for the enigmatic smile on the face of the woman and that Leonardo must have had a special affection for the picture since he took it with him on all his travels.

Although Leonardo was a genius in the arts as well as in sciences, it seems he had one fault: he never completed what he started. He would start a project, make the necessary notes for completion and for some reason never get to the end of it.

He died on May 2, 1519, at the Château de Cloux, in France. A creator in all areas of the arts, a discoverer in most fields of science and an inventor in technology, Leonardo deserves, more than anyone, the title of "universal man."



Plus que jamais, il est le maître de son art. Il a fait de son art, une science. Il a fait de son art, une science. Il a fait de son art, une science. Il a fait de son art, une science.





Read the text. Answer the questions. Write complete sentences.

1. What was Leonardo da Vinci known as?

---

---

2. When was he born?

---

3. To whom was he apprenticed?

---

4. To whom did he offer his services as an engineer?

---

---

5. Name some inventions he made plans for.

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---

6. How could one read his writings?

---

---

7. What is his most famous painting named?

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---

8. What is that painting famous for?

---

---

9. Give one theory as to the identity of the woman in the *Mona Lisa*.

---

---

10. Where did Leonardo die?

---

---

# The Language

If you were to travel back to the Renaissance period in England, you would probably be very confused by the language. You would hear words that sound familiar and yet are not quite. To help you, here is a crash course in Renaissance English. Ready? Let's go.



First of all, the pronunciation is not quite the same. Here are a few examples: the “a” in *want* is pronounced like the “a” in *far*. The word *make* sounds like *mek*. The word *mercy* is pronounced *maircy*, and *neither* sounds like *nayther*.

Now, once you have mastered the pronunciation, you have to understand the meanings. Here is a short lesson in old English vocabulary. *Ne’r* means *never*. If you want to say *goodbye*, you say *fare-thee-well*. *Morrow* means *day*, so *good morrow* means *good day* or *hello*. To say *no*, you should say *nay*, and *yes* is *aye*. How is it going, so far? Ready for more? When you want to say *maybe*, you use the expression *mayhap*. To ask *why*, you should use *wherefore*. You should always be polite and say *please* – in old English, that would be *prithee* or *pray*.



Those words were not that difficult to learn, were they? Here are a few more. *Oft* means *often*, *aroint* means *away*, and *enow* means *enough*. A way to say *thank you* when speaking to older people is *grammarcy*.

Perhaps you have wondered why in English there are two uses for “you.” This was not always the case. You see, there used to be another word: *thou*. *Thou* was like *tu* in French – it was used when talking to a friend or a family member. If, on the other hand, you were speaking to someone of importance, you would use *you*.

Let’s look at two verbs you probably learned first in English: *to be* and *to have*. Perhaps you thought they were difficult because they change so much:

I am

I have

You are

You have

He, she, it is

He, she, it has

This is how they were conjugated in old English:

I am

I have

Thou art

Thou hast

He, she, it is

He, she, it hath

*So, how hast thou found this short  
lesson in old English? Cool!*

Read the text. Answer the questions. Write complete sentences.

1. How would you pronounce the word *take*?

---

2. If you were leaving a friend, what would you say?

---

3. If someone said "Good morrow" to you, what would he or she be saying?

---

---

4. To whom would you say "Grammarcy"?

---

---

5. Translate to modern English: "Pray tell, wherefore hast thou gone?"

---

---

6. Which pronoun was the equivalent of *tu* in French?

---

7. Which word would you use to answer in the affirmative?

---

8. If you were not sure of something, how would you express it?

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9. Which expression would tell someone that you do not want any more?

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10. Where was someone who went *aroint*?

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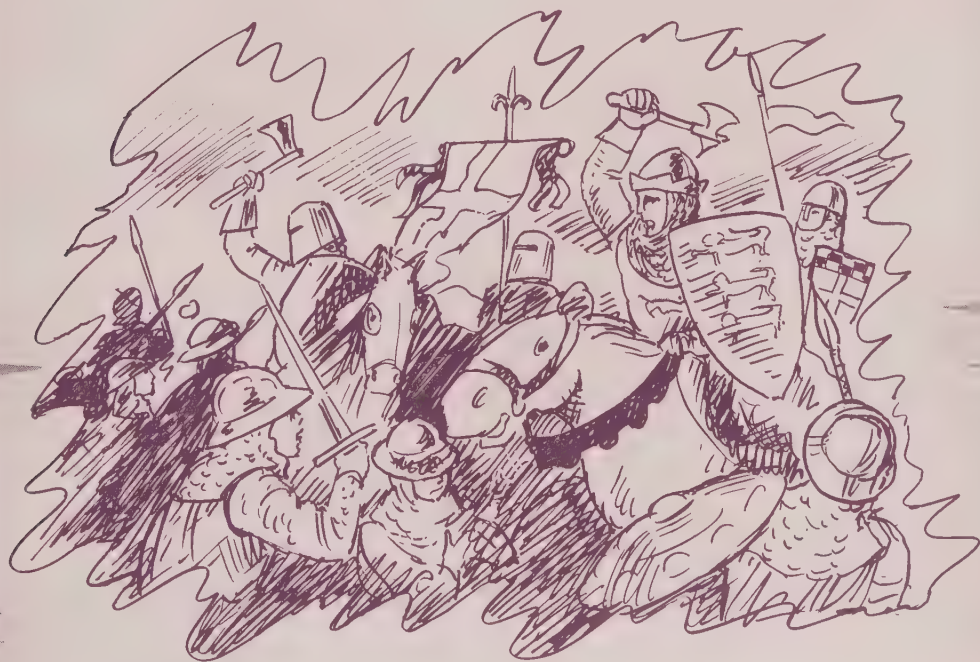


# The Politics

**H**ow do you see politics today? Dull, right? Want to make it more interesting? Try this. See it as a game. Let's look at politics during the Renaissance as a sports season – hockey or football, whichever you prefer. Ready? Let's start.

Well, folks, it's been a long era. It is coming to an end, and what an exciting era it has been. Let's recapitulate the great events that marked it.

It all started when Robert Bruce and his Scottish team beat the English team at Bannockburn in 1328. Bruce and his team were really angry with the English for the treatment of their star player, William Wallace. The Scottish team retired for a while after this victory but was challenged to another game later in



1403 by the new English captain, King Richard III. By this time, Robert Bruce had been replaced by King Henry IV, the new team captain.

Elsewhere in the league, there was continuous action as the English played the French. England's King Edward III claimed the throne of France in 1338. The French were not about to give up their throne so easily; this started a rivalry between the two teams that lasted one hundred years. That is how it got its name – the Hundred Years' War. Here are some of the highlights of this rivalry.

1346: King Edward III's son, nicknamed The Black Prince, beats the French team at Crecy. This heralds the birth of a new star in the league. He wins game after game. In 1356, he captures the French captain, King Jean II, at Poitiers. This causes a revolt among the French fans.

When The Black Prince retires, King Richard II replaces him. He is a good team player but is unable to lead his team to victory, which causes a revolt among the English fans. He is eventually replaced. In 1415, the new English captain, King Henry V, leads his team to victory over the French at Agincourt. This is a great blow to the French team. It looks as if it will remain the underdog until a rookie arrives on the scene. To the great astonishment of all the fans, this rookie is a girl named Joan of Arc. From 1429 to 1431, she leads the French team to victory after victory. Unfortunately, she is retired by the English in 1431. But the boost they receive is enough, and they win the championship in 1453.

Stay tuned for the Wars of the Roses at a later date.



Read the text. Answer the questions. Write complete sentences.

1. Who beat the English at Bannockburn?

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2. Who was the star player of the Scottish team?

---

---

3. Who replaced Robert Bruce?

---

---

4. How long did the Hundred Years' War last?

---

---

5. Who won the Hundred Years' War?

---

---

6. Who was nicknamed The Black Prince?

---

---

7. Which event caused a revolt among the French fans?

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8. Why was King Richard II not popular with the English fans?

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9. Which rookie came on the scene in 1429?

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10. When was she retired and by whom?

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# The Two Martin Guerres

What would you do if someone was pretending to be you? He looked enough like you; he knew all about your past; he knew about your friends and family. Today, it would not be difficult to expose the imposter. Fingerprints and DNA testing would solve the case quickly. In other words, it would be nearly impossible for someone to usurp the identity of another. Unfortunately, it was easier in the 16th century. A famous case was brought to trial in 1560 – that of Martin Guerre.

Martin left his home in the village of Artigat to visit Spain in 1548. He had been gone for eight years when one day he reappeared. His return was celebrated in style. He had changed, but that was to be expected after so many years. He was a bit fatter, his hair was darker and he had a beard. Everyone agreed that even if he had changed, it was still Martin who had come home, although Martin's uncle Pierre had some doubts. The only one who could disperse any doubts was Bertrande, Martin's wife. At first she hesitated, but then welcomed him with open

arms. She introduced him to his son and helped him get reacquainted with the neighbours. But was this man really Martin Guerre? No. His real name was Arnaud du Tilh. So how did he get the idea of impersonating Martin?

It all started one day when he met two men who mistook him for Martin. He gathered all the information he could about Martin – where he lived, his family and, most of all, his property. He slowly created a detailed picture of Martin's past life. Being a natural-born actor, Arnaud had no problem convincing the villagers he was Martin Guerre. But what about Bertrande? Surely she would recognize the imposter? The question was, did she want to expose him as an imposter? With Martin gone, she was neither a widow nor a married woman. This left her in a difficult position; she was an outcast in her community. With the arrival of Arnaud, she probably saw an opportunity to start a new life, and so they lived together for three years as man and wife.



Remember I said that Martin's uncle Pierre did not believe he was the real Martin Guerre? Well, for three years he did not let his suspicions lie and gathered enough evidence and witnesses to positively identify the imposter as Arnaud du Tilh. Arnaud was brought to trial. The trial went well for Arnaud. He knew every detail of Martin's past life. Maybe it was Bertrande who gave him the missing details – who knows? Just as it seemed Arnaud was about to be cleared of all charges, guess what happened? The real Martin Guerre showed up!

The truth then unfolded. It seems that as he was crossing the Pyrenees Mountains to Spain, Martin joined the Spanish Army and lost a leg in battle. He stayed in a monastery for many years before deciding to go back home. His arrival did not settle the matter right away. Both men were asked details of their past lives, and Arnaud's accounts were more detailed than those of Martin. But when Bertrande was brought to the court, she burst into tears and ran to the real Martin Guerre. Arnaud was found guilty and hung on September 16, 1560.



Read the text. Answer the questions. Write complete sentences.

1. When did the trial of Martin Guerre take place?

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2. Where did Martin live?

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3. When did he return to his village?

---

4. How had he changed?

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5. Who was suspicious of him?

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6. What was his real name?

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7. When did Arnaud get the idea to impersonate Martin?

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8. What was Bertrande's position in the community?

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9. Why was Arnaud brought to trial?

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10. How did Arnaud lose the trial?

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# The Tower of London

The famous Tower of London dates back to the days of William the Conqueror. Throughout time, the tower served many purposes. During the Renaissance, it served as a prison. Within its walls, many passed under the executioner's axe, some famous, some not so famous. Today, if they are lucky, visitors might have a chance to see the more well-known unfortunate past residents wandering around the tower. Here are a few of the ghosts that haunt the Tower of London.



## • THE LITTLE PRINCES •

When King Edward IV died in 1483, his 12-year-old son became King Edward V and his younger brother became Duke of York. Since they were still very young, their uncle Richard, Duke of Gloucester, became their guardian. But Richard wanted the throne for himself. So he had the two boys declared illegitimate and he became King Richard III. The boys were sent to the tower, and they were never heard from again. There is no evidence linking Richard to the boys' disappearance, but legend has it that they died in the tower on Richard's orders. Today it is said that the boys' ghosts can be seen in the tower walking hand in hand in nightgowns.

### • KING HENRY VI •

King Henry VI was a pious but weak king who spent most of his reign shielded from the ongoing war between the Lancasters and the Yorks (the Wars of the Roses). Eventually he was imprisoned in the tower because he opposed Yorkist Edward IV. On the night of May 21, 1471, he died as he prayed. His ghost is said to be seen sitting with his hands folded in prayer.

### • COUNTESS OF SALISBURY •

As the last female Plantagenet, Margaret Pole, Countess of Salisbury, posed a threat to the Tudor dynasty. Although Margaret was rather old (70 years old) and harmless politically, King Henry VIII ordered her executed on a fake charge of treason in 1541. Margaret was a proud woman and refused to bow to the executioner. She ran, telling him that if he wanted her head he would have to get it as best he could. Some people claim that there is a ghostly re-enactment of this horrible scene each May 27, its anniversary.

### • ANNE BOLEYN •

Anne Boleyn was King Henry VIII's second wife. She lost his favour when she failed to produce a male heir. (She was the mother of Elizabeth I.) Also, Henry had fallen in love with Lady Jane Seymour. In order to get rid of Anne, he accused her of adultery and treason. The sentence for these charges was death, but since Henry had a soft heart, he allowed her to choose her executioner. Anne asked for a French swordsman from Calais. After the execution, she was buried in the tower chapel. Her ghost, with or without head, has been seen in many parts of the tower, including the chapel.



Read the text. Answer the questions. Write complete sentences.

1. Among the people mentioned in the text, who was the oldest?

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2. Who ordered her death?

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3. Who else's death did he order?

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4. Which two qualities describe King Henry VI?

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5. Who imprisoned King Edward V?

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6. How was the Countess of Salisbury executed?

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7. Who was Anne Boleyn's executioner?

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8. What was the true reason for Anne Boleyn's execution? (Give one reason.)

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9. How do the ghosts of King Edward V and his brother, the Duke of York, appear?

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10. When does the ghost of Margaret Pole appear in the tower?

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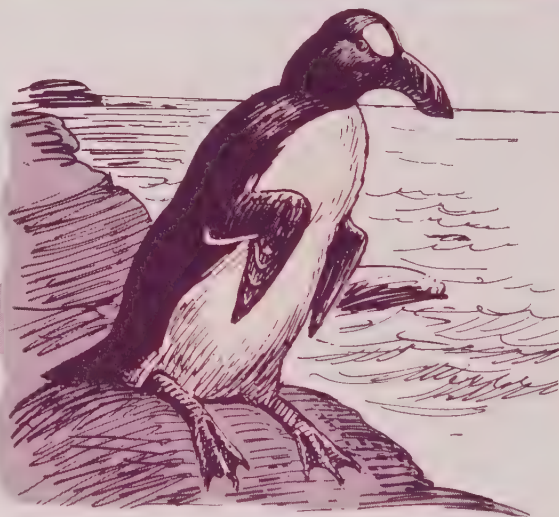
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# DISAPPEARING SPECIES

**W**hen we think of disasters, we imagine a volcano erupting or a tornado hitting a city or even an airplane crashing. Many years ago, there was another kind of disaster that did not make headlines but that was just as tragic: the disappearance of whole species. Today we are aware of the fragility of life on Earth, but not so long ago man thought nothing of hunting animals into extinction. Here are four such animals.

## THE GREAT AUK

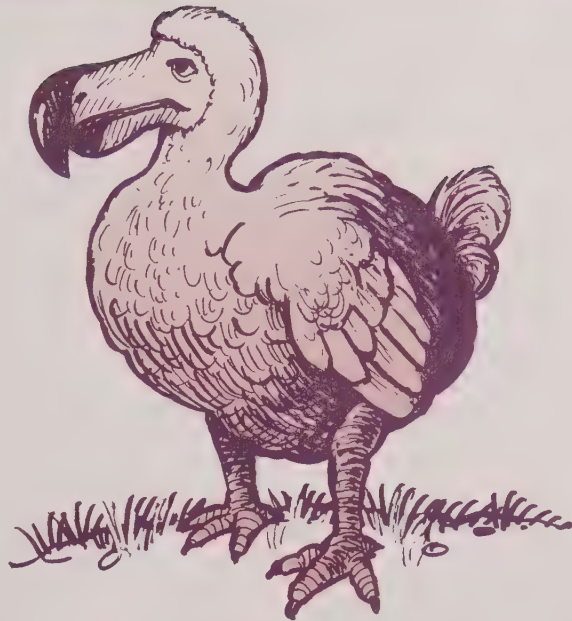
The great auk lived on the rocky islands in the North Atlantic Ocean. There were tens of millions of them. But their large numbers did not prevent their extinction. How did this happen? By 1760, the North American feather industry, which provided feathers and down for beds and comforters, was in trouble. It had used up all of its resources by over-hunting ducks and destroying their natural nesting grounds. So they turned to the great auk for their feather-and-down supply. By 1810, only one group of auks was left in the North Atlantic on a tiny island known as Funk Island. Hunters returned to Funk Island every spring until there were no birds left. By 1840 there were only a few auks left near Iceland. An Icelandic ornithologist, afraid that the great auk would die out before it could be studied, commissioned three fishermen to find and bring one back. In 1844, the fishermen came across a pair of auks and an egg. They chased and killed the two birds and crushed the egg, resulting in the death of the species. The great auk was never seen again.





## THE DODO

The dodo lived on the island of Mauritius in the Indian Ocean and was first seen by Portuguese explorers in 1598. Because of the dodo's ugly appearance and vulnerability, the Portuguese named it *doudo*, which means "simpleton." The size of the dodo was about that of a turkey. It lived alone on the uninhabited island and had no natural predators. Because of this, over time it lost its ability to fly.



As time passed, the island became a regular stop for ships. Sailors who lived for months on meagre diets wanted fresh meat when they arrived at the island so they started hunting the dodo even though the meat was a bit tough and bitter. The dodo was not frightened – you could almost say it was tame – so it was easy for the sailors to walk up to the bird and kill it by crushing its skull.

In 1644 the island became a Dutch colony, and by 1660 Mauritius was heavily populated. The extermination of the dodo was just a question of time. The adult dodos were killed by humans while the younger ones were killed by dogs, cats, rats, monkeys and pigs, all of which had been introduced to the island by the colonists and adapted very quickly to their environment. It took less than a century for the dodo to disappear. It happened in such a short time that many people doubted its existence. This was confirmed, however, when a resident from Mauritius showed scientists some complete dodo skeletons.

Read the text. Answer the questions. Write complete sentences.

1. Which Portuguese word means "simpleton"?

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2. What were the dodo's natural predators?

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3. Which adjectives describe the dodo's meat?

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4. What method did the sailors use to kill the dodo?

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5. Which nationality colonized Mauritius in the 17th century?

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6. What animals killed the baby dodos?

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7. Why did people doubt the existence of the dodo?

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8. Where did the great auk live?

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9. Why were the auks hunted?

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10. How many auks were left in 1844?

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## THE PASSENGER PIGEON



Would you believe me if I said that in 1914, Martha was the last survivor of a species that numbered 2 billion a century earlier? Well, it's true. Martha died at the Cincinnati Zoo on September 1, 1914, at the venerable age of 29. She was the last passenger pigeon. They once numbered so many that in 1813, the famous ornithologist John James Audubon witnessed columns of the birds so dense that the "light of the noon day sun was obscured as by an eclipse."

When he visited their nesting

area, he saw that the branches of the trees had been broken by their weight.

Their great numbers spelled disaster for them. They were easily shot down, as one buckshot could bring down several birds at once, or they were simply trapped with nets. The younger ones were knocked from their nests and used as lures. The term "stool pigeon" comes from this practice. They would be captured and tied to a stool with their eyes sewn shut so as to lure the others closer to the nets to be captured. The creation of railroads and the destruction of their habitat by man also helped seal their fate. By 1870, there were about 50 million pigeons left. By 1900, it had become too late to save the species. Zoo breeding programs had failed and the last wild passenger pigeon was killed in Ohio. In 1909, there remained only three passenger pigeons in the Cincinnati Zoo and a year later only Martha.

## STELLER'S SEA COWS

What is a Steller's sea cow, you might ask? Well, the real question should be what *was* a Steller's sea cow, because the last sea cow was seen in 1767. How did this happen? Once again, man!

In 1741, Vitus J. Bering's last Arctic expedition was shipwrecked. The sailors saw what they thought were mermaids. As they got closer, they realized that the grey-pink mammals were not cute little mermaids but were 10 metres long and weighed seven tonnes. They were named Steller's sea cows by Georg Steller, the expedition's doctor. He was also the only naturalist to see them alive. They swam like seals and ate seaweed that grew in shallow water. Unfortunately, this feeding habit brought them very close to the sailors' harpoons.

The hungry sailors harpooned and brought ashore a sea cow. The red meat was delicious and had a peculiar property of doubling in size when cooked. When melted down, the fat turned into a clear liquid that tasted like almond oil and burned with a smokeless, odourless flame.

Eventually Captain Bering's crew returned home with news of this great new food source. Soon enough, other ships sailed the same waters to hunt for sea cows and fill their ships with meat. One sea cow could feed 30 men for a month, but for every sea cow killed and brought on board, four were wounded and left to die in the ocean. As a result, by 1767 the entire sea cow population had disappeared.



Read the text. Answer the questions. Write complete sentences.

1. Who was Martha?

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2. How many were there at the beginning of the 19th century?

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3. What expression, still in use today, was used for a pigeon that lures others into a trap?

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4. How many passenger pigeons were there in existence in 1909?

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5. What did sailors first think Steller's sea cows were?

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6. Who were these animals named after?

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7. What did the Steller's sea cows, diet consist of?

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8. What peculiar property did their meat have?

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9. How many sea cows died for every one brought on board a ship?

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10. When was the last sea cow seen?

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# Death of the Giants

You have probably seen the movie *Jurassic Park* and wondered how those huge beasts disappeared. It could not have been man since there were no humans around at the time. Were they just too stupid to get along with each other? There were carnivorous, or meat-eating, giants like the terrible *Tyrannosaurus rex*, and plant eaters like the gentle giant *brontosaurus*. But they had cohabited for millions of years. Their ability to adapt had made them the most numerous species on Earth. So why did they suddenly disappear? This is one of the most intriguing puzzles of palaeontology.

There are many theories as to the fate of the dinosaurs. Their disappearance had nothing to do with their intelligence. A study of their brain cavities showed that they were just as “smart” as the reptiles that did survive. One theory is called dinosaur “eggstermination.” There are two parts to this theory. The first is that other animals developed a taste for dinosaur eggs and ate them faster than dinosaurs could produce them. The other is that environmental stress, perhaps overpopulation or climate changes, caused the dinosaurs to produce eggs with extremely thin shells.

There were a great number of active volcanoes at the time, and this might have caused climate changes. The eruptions might have created a greenhouse effect, which, in turn, would have had an effect on the climate and vegetation. If the volcanoes did not create a greenhouse effect, they probably gave off enough chlorine gas to destroy, at least temporarily, the ozone layer. The excess ultraviolet radiation caused by this hole in the ozone would have been enough to severely burn bare-skinned animals such as dinosaurs.

Another theory is extraterrestrial. Every 50 years or so, a star explodes. This is called a supernova. This phenomenon occurs too far away to cause any damage. But approximately every 50 million years, one occurs close enough to Earth to deliver an extra-large dose of radiation (almost 17,000 times greater than normal). This radiation would have been enough to kill the dinosaurs or to induce a slow, cancerous death. It could also have caused mutations, which would have made it impossible for their young to live in their environment.

What is the most recent and accepted theory on the dinosaurs’ disappearance? It is that of a meteor hitting the Earth. This meteor hit the Yucatan Peninsula in Mexico and would have been about 10 kilometres wide. What resulted from this collision was a drastic climate change due to the dust and ash clouds that blocked out the sun for a long time. In the resulting darkness, the process of photosynthesis was not possible, causing plants to die off. This led to the death of plant-eating dinosaurs, and, consequently, the death of the flesh eaters. Then there were those who were killed by the shock of the impact and

those who died in forest fires that raged around the world that were caused by the intense heat of the explosion.

There are some not-too-serious theories around as well, known as the “alien” theories: Dinosaurs are not really dead; they were kidnapped by aliens, just like Elvis was. Dinosaurs never really existed; to play a joke on us, aliens planted the bones.

So, there you have it – a variety of theories on how dinosaurs became extinct. Which one, if any, is correct? It’s hard to say.



Read the text. Answer the questions. Write complete sentences.

1. What made dinosaurs the most numerous species on Earth?

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2. According to the text, what do you think palaeontology means?  
\_\_\_\_\_
3. What do they call the theory in which animals developed a taste for dinosaur eggs?  
\_\_\_\_\_
4. What two things could have caused environmental stress?  
\_\_\_\_\_  
\_\_\_\_\_
5. Name two things that could have been caused by volcano overactivity.  
\_\_\_\_\_  
\_\_\_\_\_
6. How often does a supernova occur?  
\_\_\_\_\_
7. Name three things that might have happened to dinosaurs if a supernova had occurred close enough to Earth.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What is the most accepted theory of the dinosaur's disappearance today?  
\_\_\_\_\_  
\_\_\_\_\_
9. What might have caused the climate change that killed the dinosaurs?  
\_\_\_\_\_  
\_\_\_\_\_
10. What do you call the theories that say that dinosaurs were kidnapped or that their bones were just planted here?  
\_\_\_\_\_  
\_\_\_\_\_



## A Bomber Hits the Empire State Building

I am sure that most of you remember where you were on Tuesday, September 11, 2001. That was the day two airplanes hit the twin towers of the World Trade Center. You saw it on the evening news or live on television. It was a horrible sight as the towers crumbled to the ground; you must have thought that this was the first time something like this had ever happened. It was not. On Saturday, July 28, 1945, a B-25 bomber of the United States Air Force hit the Empire State Building, which, at the time, was the tallest building in the world. Was it a terrorist attack, a suicide mission? No, simply an accident.

The name of the airplane was *Old John Feather Merchant*, and it was piloted by Lt.-Col. William F. Smith. He was on a routine flight from Bedford, Massachusetts, to Newark Airport in New Jersey. He was warned by the control tower that visibility was very res-

tricted due to fog and drizzle and that the clouds were at 215 metres and hiding the top part of the Empire State Building. He answered "Roger" and continued.

What happened over the next few minutes is not clear. Smith probably thought that he had passed Manhattan because he lowered his landing gear. The bomber headed



west across midtown Manhattan, then turned south. People in the various skyscrapers on or near 5th Avenue heard a thunderous roar and saw a shadow of an airplane pass through the fog in front of their windows. A man on the roof of the Rockefeller Center saw the plane about 30 metres below him and wondered what was happening. Smith suddenly realized where he was and tried desperately to climb above the buildings, but it was too late. On the streets below, people looked up as they heard the engines rumble through midtown. At 9:55, *Old John Feather Merchant* slammed into the 78th and 79th floors of the Empire State Building, 275 metres above the street. People below heard a crash, then a moment of silence followed by an explosion.

On the 79th floor, 10 employees of the National Catholic Welfare Conference were fatally injured. One of the plane's engines flew across the 79th floor, splashing fuel as it went. It hit the elevator and fell down the shaft to the basement, leaving behind 3000 liters of burning gasoline, which cascaded down the stairs to the 75th floor. The other engine tore through the unoccupied 78th floor, out the other side of the building and ripped through the

roof of another building far below. Fortunately, no one was hurt.

A piece of the same engine broke through the walls and cut the cables of the elevator that was operated by Betty Lou Oliver. The elevator was on the 76th floor when the cables snapped, causing it to plummet to the basement. Badly injured, Betty Lou was pulled from the debris by Donald Maloney, a young Coast Guard medic who happened to be passing by the Empire State Building. Maloney was a true hero that day. He ran up 79 flights in a smoke-filled stairwell and carried Catherine O'Connor, one of the seven survivors, back down to ground level. There were many heroes that day, including the firefighters. Somehow they managed to reach the 78th and 79th floors and extinguish the flames in 40 minutes. They even managed to find and return to its owner a wedding ring that a woman had thrown out the window, thinking she was going to die.

All in all, about 1,500 people were saved. Thousands of New Yorkers would never forget the day an airplane hit the Empire State Building.

Read the text. Answer the questions. Write complete sentences.

1. When did this incident happen?

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2. What was *Old John Feather Merchant*?

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3. Where was it heading?

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4. What indicates that the pilot thought he had flown over Manhattan?

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5. What caused the poor visibility?

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6. Where did he hit the Empire State Building?

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7. How many people were killed on the 79th floor?

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8. What was Betty Lou Oliver's job?

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9. Who was one of the heroes of the day?

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10. How long did it take the firefighters to extinguish the flames?

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# Mount Pelee



On May 8, 1902, at 7:52 a.m., the city of Saint-Pierre, on the Caribbean island of Martinique, died. Saint-Pierre lay at the southern foot of Mount Pelee, which rises 1,312 metres above the sea and creates the northern end of the island. Pelee was a beautiful mountain and a favourite spot for picnics, with a crystal-clear lake on the peak for swimming. Everyone knew it was a volcano, but it had been dormant for centuries.

In early April 1902, some volcanic activity was noted near the top. A smoke hole was giving off slightly sulphuric vapours – nothing to worry about. On April 23, a light rain of ash fell on the southern and western slopes of the mountain and some underground shocks were felt – there again, nothing to worry about, probably a slight earthquake. Then Pelee woke up.

Here is a chronology of the events that led to the destruction of Saint-Pierre:

#### Friday, May 2

The citizens of Saint-Pierre were awakened by a series of thunderous explosions. The next morning, the city was covered with a white ash that looked like snow. All through the day, explosions were heard every five or six hours.

#### Sunday, May 4

A rain of ash fell that was so dense that boats navigating near the city's coastal waters were afraid to get close. Dead birds were floating everywhere.

#### Monday, May 5

Atmospheric conditions due to the constant eruptions knocked out the city's electrical system. Around two in the morning, blasts louder than before were heard coming from Pelee. People ran out in the streets to see what had happened. When day broke, they saw the city still intact.

#### Wednesday, May 7

This was to be Saint-Pierre's last day. Around four in the morning, Pelee began to roar and vivid lightning flashed around the summit. Now people were frightened and began leaving the city. Men sent their wives and children to the surrounding countryside or even to the nearby island of Guadeloupe. Unfortunately, people who lived outside the city were starting to arrive in Saint-Pierre, not knowing where to go. The effect was that the population was increasing instead of decreasing.

**Thursday, May 8**

As the day began, it was sunny and clear. People were standing around watching the marvellous fireworks, courtesy of Mount Pelee. In the post office, the telegrapher gave his report on the volcano's activities: nothing new to announce. The operator in Fort-de-France some 18 kilometres away pressed the key to answer, but the line was dead. At that instant, Saint-Pierre died. A glowing mass that geologists call "nuee ardente" came rushing down Mount Pelee. In less than 60 seconds, it hit the city of Saint-Pierre with a tremendous force. What made this nuee ardente so deadly was that it contained a triple dose of death: first, the speed with which it hit destroyed walls, tore out trees and ripped the clothes off anyone unfortunate enough to be in the area; second, the searing heat, up to  $1,000^{\circ}\text{C}$ , instantly incinerated buildings and deeply burned anyone in its path; and finally, the cloud of poisonous fumes and fiery ash asphyxiated those who survived the first two ordeals. (Since then, this type of volcanic eruption is called a Pelean eruption.) The death toll of this eruption: 30,000. Survivors: 2.

Dead cities are usually rebuilt by survivors. But no one was left to rebuild Saint-Pierre.

Read the text. Answer the questions. Write complete sentences.

1. What was on top of Mount Pelee?

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2. When did Mount Pelee erupt?

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3. What woke the citizens of Saint-Pierre on the night of May 2?

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4. How often were the explosions heard that day?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
5. What was the consequence of the rain of ash that fell on May 4?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
6. What knocked out the city's electrical system?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
7. Why was the population of Saint-Pierre increasing instead of decreasing?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
8. What news did Saint-Pierre's post office telegrapher send on the morning of May 8?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
9. Name three things that made the "nuee ardente" so deadly.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
10. What is a volcanic explosion with a nuee ardente now called?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Space Exploration Tragedies

The movie *Apollo 13* is based on the story of the ill-fated mission of the same name. The astronauts on Apollo 13 were very lucky to come back to Earth safe and sound, but others were not so lucky. The exploration of space has claimed many lives. Here are two tragic stories.

## APOLLO 1

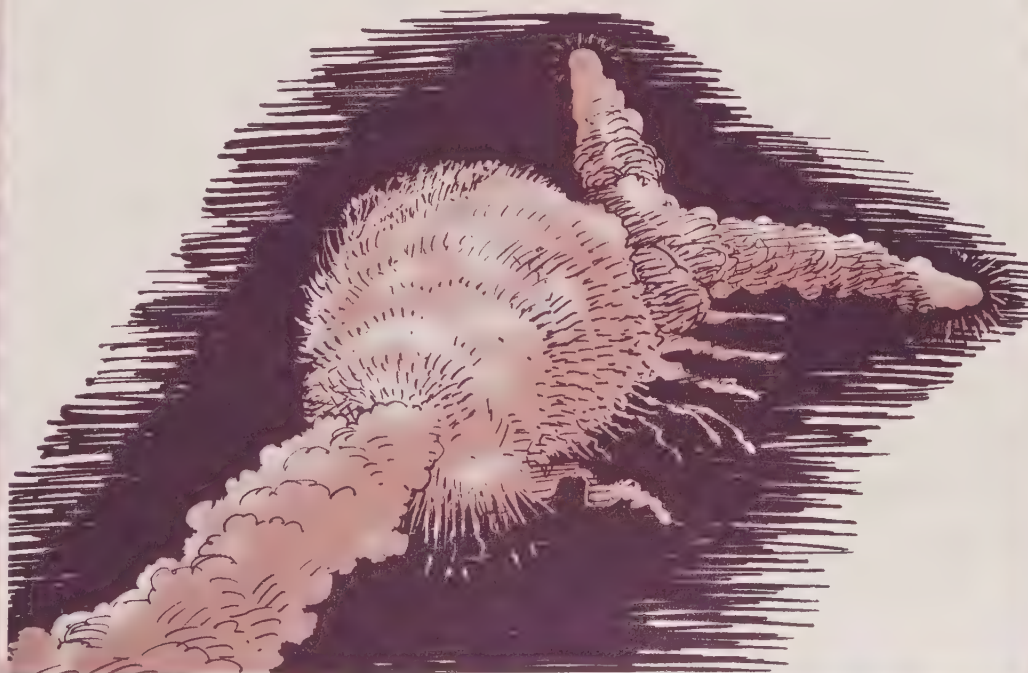
The Apollo 1 mission was to be the first in a series that would lead to a lunar landing. The three astronauts participating in this mission were Virgil Grissom, Edward White and Roger Chaffee. The mission was to take place on February 21, 1967. On Friday, January 27, at 13:00, the astronauts entered Apollo 1 for a dry run. Almost immediately, problems started to occur. As Grissom entered Apollo's cockpit and hooked up his oxygen supply, he smelled a strange odour. The crew took samples and, after a discussion with Grissom, decided to continue. The second problem was a high oxygen flow indication. After discussing it with environmental control, they decided that the problem was due to the crew's movement. The third was in communications between Grissom and the control room. At this point, mission control was forced to stop the countdown at 17:40. By 18:30, they resumed countdown. A few minutes later, astronaut Chaffee was heard to say, "I smell fire." This remark was followed by astronaut White's voice saying, "There is fire in the cockpit."

Emergency procedures started immediately. The procedures were timed at 90 seconds, but since no one had ever actually done the routine, it took longer. Grissom was supposed to lower White's headrest so that he could reach above and behind his left shoulder to unscrew a ratchet-type device that would release the first of a series of latches. Overcome with smoke, White could not complete the routine. Technicians and firemen ran toward Apollo. Before they could reach it, the command module exploded. Intense heat and smoke drove them back. After a few tries, they finally succeeded in extinguishing the fire. Unfortunately, it was too late for the astronauts in the capsule.



**CHALLENGER**

At 11:38 a.m., January 28, 1986, the space shuttle Challenger took off from the Kennedy Space Center in Florida. On board was a crew of seven, one of whom was the first teacher in space, Christa McAuliffe. It was a bright, sunny day, although a bit colder than usual, and everything seemed to go as planned. Seventy-three seconds after takeoff, Challenger exploded 16 kilometres up in the sky and fell into the sea. What had happened? At that moment, no one knew for sure. Everyone was stunned in horror and disbelief. A later investigation revealed that one of the rings around the booster rockets was cracked, causing fuel to leak. After the accident, many people wondered if the astronauts survived the actual explosion and, if so, were they killed on impact as they hit the ocean. Reports were inconclusive. There were many possibilities. In any case, their death was tragic.





Read the text. Answer the questions. Write complete sentences.

1. When was the Apollo 1 mission to take place?

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2. What was the first problem that was detected?

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3. Who was the first to smell fire?

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4. How long were the rescue procedures supposed to take?

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5. Who was supposed to unscrew the series of latches?

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6. What kept the firemen and technicians from rescuing the astronauts?

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7. Who was Christa McAuliffe?

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8. How long after takeoff did Challenger blow up?

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9. What caused the explosion?

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# Influenza

**B**y the summer of 1918, World War I was slowly coming to an end. Approximately 8,700,000 lives had been lost in four years of senseless carnage and destruction.

But that summer another disaster would hit the world, and this one would claim 20,000,000 lives before it was over. The disaster in question was a mutant virus known as Spanish influenza. Although the virus did a great deal of damage in Spain, there is no evidence that this country was where it originated. In fact, the flu bug first hit an army camp in Fort Riley, Kansas, in the spring of 1918, killing 46 men and hospitalizing 1,100 more.

Even though the virus began in the spring, it was not until autumn that it really hit hard. Between September 1 and November 11 (the official end of the war), 35,000 American soldiers were killed in battle. During that same period, 9,000 died of influenza and 2,000 more would join them by spring. Back in the United States, 22,000 soldiers died in army camps.

What made this disease so frightening was the speed with which it travelled and killed. Here is an example: In Washington, D.C., a nervous woman telephoned the hospital to report that two of her roommates were dead and a third was very sick. She was the only one in good health. When the police finally arrived at the apartment, they found all four women dead. Philadelphia was one of the hardest-hit cities. By the end of October 1919, 13,000 people were dead. New York saw 851 people die in a single day, and the following week about 5,500 new cases appeared. By the last week of October, about 21,000 Americans had died of the flu. Terror reigned. Ambulance attendants would arrive at an address to find the patient there alone. After placing the call, the family would run away, afraid of catching the disease.

Spanish influenza knew no boundaries. Whole Eskimo villages in the Arctic were wiped out. In Mexico, 500,000 died, while Canada lost 44,000 people to the disease. Elsewhere around the globe, things were no better. Actually, they were worse. Russia lost 450,000 people; Italy lost 375,000; and Great Britain lost 228,000. The death toll in India was staggering. An accurate account could not be kept because bodies were burned before officials could arrive. The estimated minimum total of deaths was probably around 5,000,000.

One would think that people living on remote islands in the Pacific or Atlantic were safe from the Spanish influenza. Not so. These islands were regular stops for merchant and passenger ships, which carried the virus with them. Guam lost five percent of its total population; Tahiti lost 10 percent; and Samoa lost 20 percent. In rural Québec, whole families were decimated, sometimes leaving only one or two members of the family alive. There was not a single rural road that did not have at least one fatality on it, very often many more than one.

Could this happen again? In 1933, the influenza virus was isolated in humans and it became known as Type A influenza. Vaccines were created and made available for everyone. But in 1957, a new virus, known as Asian flu, appeared. It was so different from the Spanish influenza that it was labelled Type A2. So, could another mutant virus appear and encircle the Earth? No one knows.

Read the text. Answer the questions. Write complete sentences.

1. How many lives were lost during the First World War?

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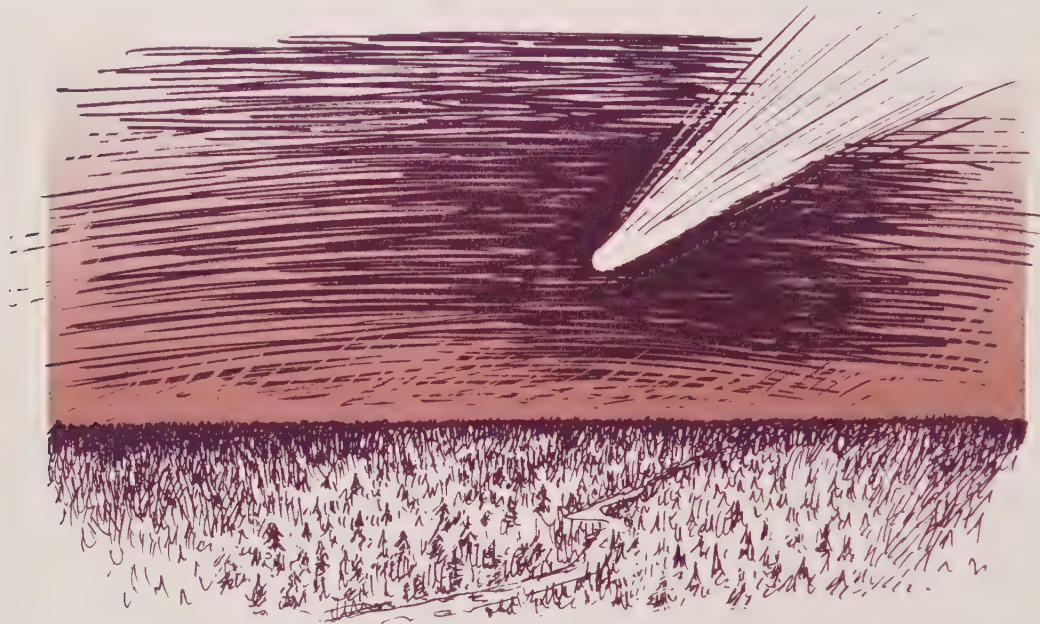
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2. Where was the first outbreak of Spanish influenza?  
\_\_\_\_\_  
\_\_\_\_\_
3. How many soldiers died of influenza between September 1 and November 11, 1918?  
\_\_\_\_\_  
\_\_\_\_\_
4. Why was this disease so frightening?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Why would people leave a family member alone?  
\_\_\_\_\_  
\_\_\_\_\_
6. How many people died in Canada?  
\_\_\_\_\_  
\_\_\_\_\_
7. Which country had the highest death toll?  
\_\_\_\_\_  
\_\_\_\_\_
8. Which country lost a fifth of its population?  
\_\_\_\_\_  
\_\_\_\_\_
9. Why were islands like Samoa not immune to the virus?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
10. What was the Spanish influenza virus known as?  
\_\_\_\_\_  
\_\_\_\_\_

# The Tunguska Blast

On June 30, 1908, in Tunguska, a scarcely populated area of Siberia, an incident occurred that would baffle scientists for many years. An explosion with the force of 30 million tonnes of TNT flattened 40 square kilometres of forest. Trees one metre thick snapped in two like matches.



The explosion was reported in local and regional newspapers, but the articles did not mention the cause of the explosion, only that something was seen flying through the sky before it happened. Another incident occurred at the time of the explosion that at first was not associated with it. For about two months, throughout the Northern Hemisphere there was what was known as “bright nights.” It was reported that during this period, one could read a book without using a light at one o’clock in the morning. Since the explosion had not been reported on a national or international level, most people thought the phenomenon was due to an unusually bright aurora borealis. Only in 1930, after the discovery of the Tunguska blast, did a British meteorologist conclude that these “bright nights” were a result of tonnes of atmospheric dust caused by the blast acting as a solar reflector.

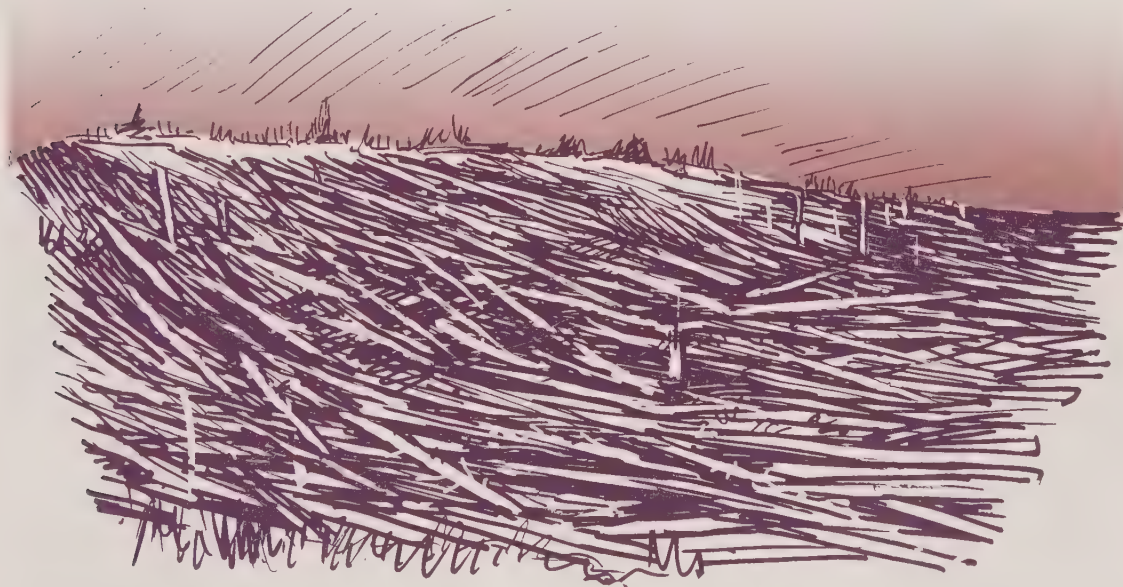
The Tunguska blast would probably never have been known about if it were not for a young Russian scientist named Leonid A. Kulik. In 1921, he was assigned to gather information about meteorites. As he was preparing for his expedition, a colleague showed him an article taken from a 1908 newspaper that reported the fall of a large meteor in Siberia. In 1927, with the help of a local guide, he organized an expedition to the Tunguska area. His first view was that of the whole area burned and devastated. As he got closer to the centre of the area, he expected to find the remains of a meteor. He did not find a meteor, but what he

did find surprised him greatly. At the centre of the blast, the trees had not been knocked over. They had been stripped of their branches but were still standing. This proved that the explosion had occurred *over* the area, leaving the trees standing but dead. He never found traces of a meteor or a crater.

So what really happened that night in 1908? Many theories have been suggested, from exotic to realistic. Some believe that it could have been a nuclear explosion aboard a spaceship. Others believe that a miniature black hole no bigger than a speck of dust hit the Earth at Tunguska, passed through and came out in the North Atlantic. Since black holes are dense, even a small one the size of a speck of dust would have set off a shock wave strong enough to flatten the forest as it passed by. Another theory is that a piece of anti-matter fell to Earth; when matter and anti-matter collide, they are both destroyed by an enormous blast of energy much like the one in Tunguska.

The most accepted theory is that a comet or meteor was on a collision course with Earth. As it entered our atmosphere, the heat generated by the friction caused it to explode some five kilometres in the air. The heat of the explosion was so intense that the object was vaporized and the region below it completely destroyed. Analysis of microscopic material found at the site of the explosion showed a great concentration of cosmic iridium. Based on the amount found, it was determined that the object that exploded must have weighed 7 million tonnes.

What really caused the explosion may never be known. Two important questions that remain, though, are: Will it happen again, and if it does, will it be over a populated region of the world instead of a deserted one like in 1908?



Read the text. Answer the questions. Write complete sentences.

1. Where did the incident take place?



2. What was the force of the explosion?

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3. What phenomenon occurred for two months following the explosion?

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4. What did most people think it was?

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5. What caused the bright nights?

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6. Which Russian scientist went on an expedition to the Tunguska region?

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7. What was he looking for?

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8. Name four theories regarding the Tunguska blast.

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9. Why did Kulik not find any evidence of a meteor?

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10. How heavy was the object?

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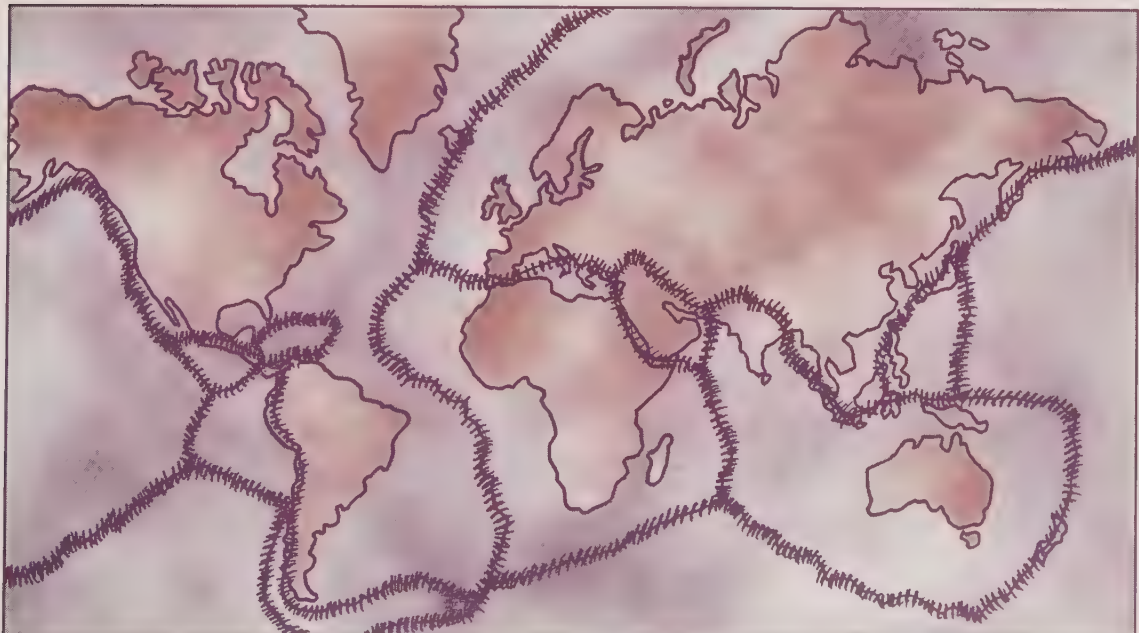
# Earthquakes

Among Mother Nature's most devastating phenomena, the one that strikes the most fear is an earthquake. What is it, exactly? The surface of the Earth is composed of tectonic plates. There are 15 in all, six of which are major plates. These plates are in constant movement. An earthquake happens when two of these plates meet. The intensity of the quake (which is measured on a scale from 1 to 9 called the Richter scale) depends on the force with which these plates meet. With these plates in continuous motion, it is natural that quakes occur often. Some are more devastating than others. Here are three of the most "famous" ones.

## LISBON, Portugal, 1775

November 1, 1775, All Saints Day. Churches in Lisbon were packed with people. The services had just begun when suddenly everything started to move and fall apart. The quake lasted two minutes; when it was over, 30,000 people were dead. It also generated fires across the city, and a 15-metre tsunami hit the port. The total number of people killed by the fires and tsunami: 20,000.

The tremors of this earthquake were so strong that they radiated over an area of 2.4 million square kilometres. In Luxembourg, 500 soldiers were killed as their barracks caved in, and in Morocco, 10,000 died as a result of the tremors and tsunamis that followed.



**MESSINA, Sicily, 1908**

For 30 seconds on the morning of December 28, 1908, the city of Messina was shaken like a rag doll. The intensity of the earthquake was such that during those 30 seconds, the whole city crashed. Houses fell, water released from broken dams rushed down into the city and tsunamis rushed in from the sea. Eighty-six thousand people were either crushed by falling houses or drowned by the floods. Only 5,000 escaped unharmed. Across the Strait of Messina, the city of Reggio di Calabria was also hit by the earthquake. Death toll: 40,000 dead in the city and another 27,000 along the coasts of the Strait. By the end of the day, the once-beautiful city of Messina was referred to as The City of the Dead.

**SAN FRANCISCO 1906**

In the early hours of April 18, 1906, two strong tremors shook northern California. The culprit was the infamous San Andreas fault. It runs from the south in the Gulf of California to north of San Francisco. Many earthquakes have occurred along this line throughout the centuries, some small, others big. Californians living along this line, and especially those living in big cities like San Francisco, are waiting for what they refer to as "The Big One." Many thought the one that hit in 1906 was it, but they were wrong.

Although it was not "The Big One," San Francisco was hit hard. Thousands of buildings were knocked down, and 700 people died. Broken gas lines caused fires that raged out of control for three days. The fires were finally put out, but not before they had burned down an estimated 28,000 buildings. The damages were around \$500 million, which bankrupted many insurance companies. Most San Francisco banks also went bankrupt because they – along with all the money – were destroyed in the fire.

San Francisco was hit with another big quake in 1989. This time, 100 people were killed and most of the damage was restricted to certain areas of the city. As bad as the earthquakes of 1906 and 1989 were, Californians know they have not seen "The Big One" yet.



Read the text. Answer the questions. Write complete sentences.

1. How many tectonic plates are there on Earth?

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2. How are earthquakes measured?

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3. When did the Lisbon earthquake take place?

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4. How many died in all?

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5. How large a surface did the Lisbon quake cover?

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6. Name the three things that killed the 86,000 in Messina.

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7. What caused the San Francisco earthquake of 1906?

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**8.** What do Californians call the major earthquake they are expecting?

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**9.** Why were banks bankrupt after the 1906 earthquake?

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**10.** Which of the three earthquakes mentioned was the deadliest?

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# The Future

What disasters await us in future years? We cannot say. There are some people who predict that the world will destroy itself, that man will disappear and much more. Well, they may be right, but then again they may be very wrong. It all depends on how you look at things. Are you an optimist or a pessimist? Do you see the glass half full or half empty? Let's look at some catastrophic predictions and try to see both sides.

## UFOs

Alien beings will arrive and take over our planet. They will enslave mankind or simply wipe us out. This is a classic Hollywood scenario. The truth is, it is yet to be proven beyond a shadow of a doubt that we have been visited by alien beings. I am not saying that there are none out there. If you consider the vastness of the universe, there must be other intelligent life forms. And, yes, maybe someday we might be visited by a being from outer space.

**OPTIMISTIC POINT OF VIEW:** We might learn a lot from these beings. If they were able to travel so far to meet us, they must certainly have something to teach us.

**PESSIMISTIC POINT OF VIEW:** Hey, if they are able to see what is going on in the world and they still want to meet us, it is probably to get rid of us before we learn to travel in space and go to their planets and mess things up.

## The end of our planet

Everything must come to an end; it is inevitable. Unless we blow up the Earth sooner, life on our planet should end in a couple of billion years (give or take a few). This will happen as the sun runs out of hydrogen. When this happens, the helium that is left will burn into carbon. The sun will expand and become red hot. Since the sun will have a larger surface, the amount of heat will be much greater than it is now and the Earth will fry.

**OPTIMISTIC POINT OF VIEW:** It's only in a couple of billion years. You have all that time to stock up on sunscreen. (You'd better make it at least SPF 90!)

**PESSIMISTIC POINT OF VIEW:** They will probably run out of sunscreen by the time I get to the pharmacy.



## Global warming or another ice age

Perhaps you have noticed that our winters are a bit warmer than they used to be. (If you are too young to remember, ask old people.) This is due to the greenhouse effect. We released so much carbon dioxide into the atmosphere that we punched a hole in the ozone layer. Eventually the weather will change drastically. The Arctic and Antarctic will become warmer and the ice caps will probably melt. This will cause a rise in the oceans and flooding all over the planet. The Earth will shift and everything will be upside down. The poles will take the place of the equator and vice versa. Of course, this is just a wild theory.

**OPTIMISTIC POINT OF VIEW:** We won't have to go south for the winter. We can sell our snowboards and buy surfboards.

**PESSIMISTIC POINT OF VIEW:** The price of surfboards will rise drastically and I will not be able to afford one.

Read the text. Answer the questions. Write complete sentences.

1. How does an optimist see a glass?

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2. What is a classic Hollywood scenario regarding UFOs?

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3. What is an optimistic view of UFOs?

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4. How long will it be before life on our planet ends?

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5. How will it happen?

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6. When the sun runs out of hydrogen, what will happen?

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7. What caused the greenhouse effect?

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8. What will happen to the Arctic and Antarctic regions?

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9. What will the melting of the ice caps cause?

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10. Who says we won't be able to afford surfboards?

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# Eva Perón

**O**n July 26, 1952, the people of Argentina were in mourning.

Their beloved Evita had died. More than any other woman, more than any other politician, she had captured the hearts of the people of Argentina. But who really was Evita?

Evita was Eva Perón, the wife of Argentinian president Juan Perón. She was born in the Argentinian Pampa in 1919. Her name was María Eva Duarte, and she was the daughter of a poor widow. At the age of 16, she left for Buenos Aires to make a better life for herself. There, she got a job as an actress, then moved on to radio. In a

series of broadcasts, she spoke out against poverty in Argentina. Through these broadcasts, she became known as "Woman of the Revolution." At that time, she started mingling with young pro-Fascist officers, one of whom was Col. Juan Perón. These young officers took over power in 1943, and Juan Perón was named Secretary of State.

With Eva's help, Juan created a system of social aide, which won him the support of the working class. In

1944, Juan became minister, then vice president. His ambition alarmed members of the higher echelons of

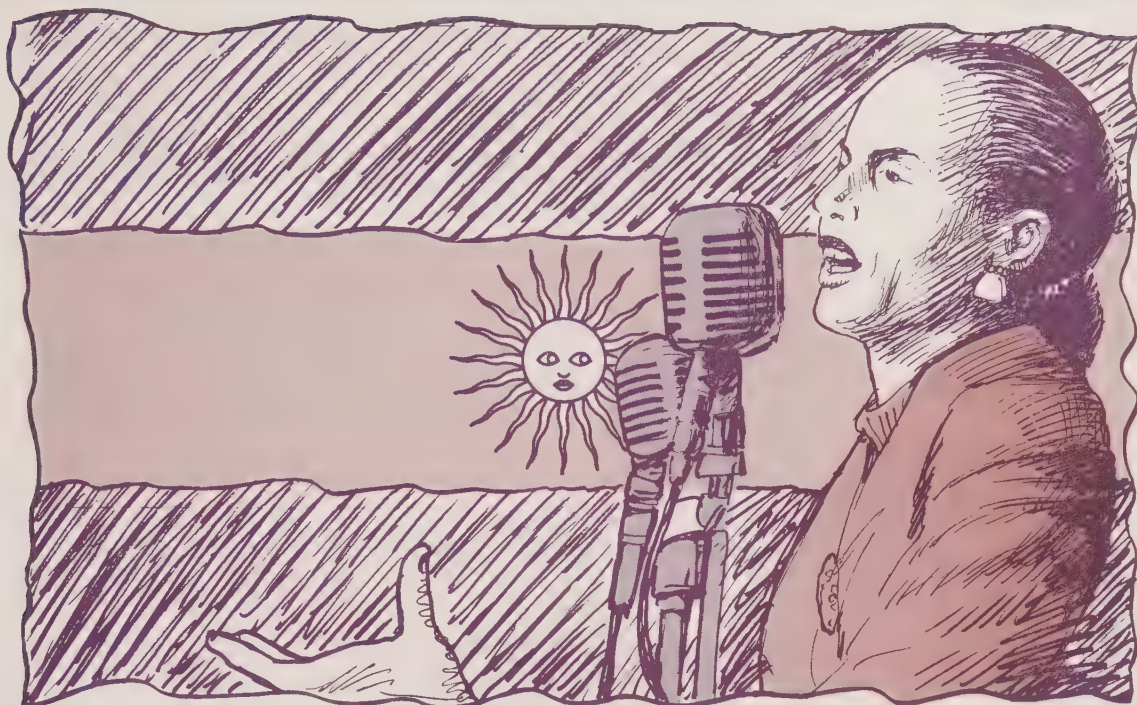
government, and he was arrested in 1945. Eva, head of a group called los descamisados, obtained his release. The Peronista Movement was born from this first political victory. Shortly after this event, Juan and Eva were married.

In 1946, Juan Perón was elected president, and one year later, mainly due to Eva, the women of Argentina obtained the right to vote. This was a huge accomplishment. Prior to this, Argentina was a *machisto*, or male-dominated culture, and had no feminist movement at all.

Eva devoted herself completely to two causes: the poor of Argentina and her husband. Consequently, Juan received the support of the population, and, in return, the poor received financial help from the government.

In 1948, Eva created the Eva Perón Foundation, which in 1952 employed 14,000 people. To finance the Foundation's activities, which included, to name a few, providing jobs, affordable housing, water and sanitary facilities for the poor, Eva taxed the richer people of Argentina, who hated her, as did most of the





military and politicians. What they hated most about her was what they felt was her abuse of authority and that she was a “parvenu,” which means that she flaunted her love for the finer things in life: clothes, jewellery, shoes, furs and high-class accessories. But despite this, the people still loved and revered her.

Eva’s reputation was international. She was received by General Franco of Spain and by the Pope, but she was snubbed by countries like England, Switzerland, Italy and France, who only saw her as a representative of a Fascist country. In 1951, the people of Argentina wanted her as their vice president; Juan was tempted to give her that position, but the army absolutely refused to agree to this. Since he needed the army’s support, he refused to bow to the will of the

people. It was also during this period that Eva started to feel the first pains of the cancer that eventually took her life in July 1952.

A few years after her death, Juan was forced into exile. He returned to power in the seventies with his new wife, Isabel, who tried to be a new Eva to the people of Argentina, but it was no use. Although they liked her, she was no Evita.

Evita’s death at such a young age and at the height of her glory made her mythic, even an icon among the people of Argentina. Today, 50 years after her death, the cult of “Saint Evita” continues. This was given world attention a few years ago with the musical and the movie *Evita*, which featured the beautiful song “Don’t Cry for Me, Argentina.”

Read the text. Answer the questions. Write complete sentences.

1. Who was Eva Perón?

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2. When did she arrive in Buenos Aires?

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3. How did she earn the name "Woman of the Revolution"?

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4. When did the pro-Fascist officers take over power in Argentina?

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5. Why was Juan Perón arrested?

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6. When did the women of Argentina obtain the right to vote?

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7. What two causes was Evita devoted to?

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8. Why was she hated by the richer class?

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9. What was the cause of her death?

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10. Who later tried, without success, to imitate her?

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# Florence Nightingale

Florence Nightingale was born in 1820 in the city from which she got her name: Florence, Italy. Her family was quite at ease financially. During that period, it was unheard of that a daughter of a well-to-do family should work for a living. A "respectable" woman of the time was to get married, bear children, take care of her household and entertain guests. Florence was a bit different from the so-called well-bred ladies of her day. She wanted to do something else with her life. One day while visiting a hospital, she noticed the terrible conditions in which the patients were living. She realized that she could do something to improve their lot so she told her parents that she wanted to become a nurse. (Women were not permitted to be doctors at the time.) Naturally, they refused; they would not allow their daughter to work. Being just as stubborn as they were, she went against her parents' wishes and studied nursing.

In 1853, she was named director of a hospital in London, but she found administrative work too dull and not

at all satisfying. One year later, an occasion presented itself where she could finally do what she had originally set out to do. That occasion was the Crimean War. Conditions in military hospitals caused a public outcry. They were horrible. Hygiene was almost non-existent, and the number of wounded was so high that doctors barely had time to take care of them.

Florence volunteered to go to Turkey and help. At the suggestion of her friend Sidney Herbert, who was Minister of War, she left England with a group of 40 nurses.

They arrived in Scutari, Turkey, on November 9, 1854.

When she got to the hospital, she found it to be the most horrible place she had ever seen. There were rats everywhere, and the wounded lay on straw in the corridors. The military doctors had been persuaded that the best method was to treat whatever wounds the patients had as quickly as possible and send them on their way. The reasoning was that the quicker the patients left the hospital, the better. The doctors also felt that a woman had no business in a military





hospital, so they did not give this group of nurses a very good welcome.

The first thing Florence did was to equip her nurses with scrub brushes and get them busy cleaning up the hospital. They were then sent to find beds for the patients and make them as comfortable as possible. Although most of her time was taken up with administrative duties, she very often took time to care for the patients herself. She could easily spend hours at a patient's bedside without showing any signs of fatigue. Every night, she would make her rounds to see if everything was as it should be. This practice won her the nickname "Lady with the Lamp."

She toured the Crimea to inspect conditions in the first-aid stations and hospitals and to give aid when and wherever she could. During this time, she came down with a violent fever, and though she should have



returned home, she refused to do so until the end of the war. When she finally did get back to England, people there considered her a heroine. She met Queen Victoria twice, who encouraged her to continue her good work. In 1857, she fell ill and became an invalid, but this did not stop her. From her home, she pressed her influential friends to improve conditions in military hospitals and to make the profession and the training of nurses more than it was. Until her death in 1910, she worked diligently to overcome prejudice, making nursing the respected profession it is today.

Read the text. Answer the questions. Write complete sentences.

1. Why did her parents name her Florence?

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2. How was a “respectable” woman expected to behave in the 19th century?

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3. Why did Florence want to become a nurse?

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4. What occasion gave her the opportunity to do much more?

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5. What did she see when she arrived at the military hospital in Scutari?

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6. What was the opinion of doctors concerning women?

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7. What was the first thing she did upon her arrival?

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8. Why did she get the nickname “Lady with the Lamp”?

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9. What surprise awaited her when she returned to England?

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10. When did she die?

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## Rosa Parks

Would you believe that a 42-year-old seamstress changed the law regarding public transportation in Montgomery, Alabama, by simply staying seated? In doing so, she brought to the world's attention a young minister who was to become one of the greatest civil rights activists of his time.

On December 1, 1955, Rosa Parks was seated on a bus. She had had a hard day and just wanted to get home. The bus became more and more crowded. Eventually, she was ordered, not asked, to give her seat to a standing white passenger. You see, at that time, Alabama was a segregated state in the United States. This meant that blacks and whites were not treated as equals. The segregation laws regarding public transportation in Montgomery were complex. Black people had to pay the driver, then disembark and go to the back of the bus to get in by the back door. Sometimes, the bus would drive off before they had a chance to get to the back door. If the white section was full, the black passengers had to move farther back; they could not even sit across the aisle from a white passenger. It was against the law.





On that December day in 1955, the white section was full and Rosa Parks refused to give up her seat. She was immediately arrested and jailed. Clifford Durr, a white lawyer who was also the husband of Rosa's employer, paid her bail the same night. Rosa decided to challenge the law, and she refused to pay the fine. She was ordered to appear in court for her trial the following Monday. As a gesture of support for Rosa, 35,000 handbills were printed and distributed to all the black schools the next morning. The message was very simple: it asked that all blacks stay off the buses the following Monday, the day of Rosa Parks' trial. Students were asked to stay out of school for one day, and workers were asked to either walk to work or take a taxi. That Monday, the black population of Montgomery launched a boycott of the public transportation system. Since about 75 percent of public-transport users in Montgomery were black, this boycott was a big blow.

Rosa's trial lasted 30 minutes. She was found guilty and fined. That same afternoon, the Montgomery Improvement Association was founded. The members of the association elected as their president a relatively new citizen to Montgomery, a young Baptist Church minister named Martin Luther King, Jr. That night at the first meeting, King declared in a voice when all eventually came to recognize, "There comes a time when people get tired." This simple phrase started the long road that King would take toward desegregation. Peaceful protest and a boycott of public transportation made a difference. A little more than a year later, on December 21, 1956, the Supreme Court of the United States ruled that bus segregation was unconstitutional. After that initial victory, Martin Luther King, Jr. went on to become an instrument of great change in the American South, until he was assassinated in Memphis in 1968. But what if Rosa Parks had given up her seat, or what if she had simply not taken the bus that night? What role would King have played in the Civil Rights Movement? One woman, one decision, probably changed history.

In 1957, Rosa Parks moved to Michigan to get away from the harassment she was being subjected to in Montgomery. In 1996, she received the Presidential Medal of Freedom, and in 1999 she was awarded the Congressional Gold Medal. All this because she refused to give up her seat on a bus.

Read the text. Answer the questions. Write complete sentences.

1. What did Rosa Parks change?

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2. When did this deciding incident happen?

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3. What does segregated mean?

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4. Who posted Rosa Parks' bail?

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5. What was the message on the handbills distributed the day following her arrest?

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6. Why was this boycott a big blow to the transport company?

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7. Who did the Montgomery Improvement Association name as their president?

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8. Which sentence in the text means it is time for a change ?

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9. Why did Rosa Parks move to Michigan?

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10. Which awards did she receive later in life?

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# The Trimates

"The Trimates" is the name given by some people to a group of three famous women: Dian Fossey, Jane Goodall and Beruti Galdikas. These three women have one thing in common – they all made the study of primates their life's work. Here are two of these three great women.

## DIAN FOSSEY

Dian Fossey was born in San Francisco in 1932. At an early age, she became interested in animals. This interest led her to pre-veterinary studies at San Jose State College. Once there, she changed her mind and became an occupational therapist. In 1963, she met world-famous anthropologist Dr. Louis Leakey at a conference. After hearing his lecture, she became interested in studying mountain gorillas. Encouraged by Dr. Leakey, she went to Rwanda in 1967, where she set up camp on the slopes of the Virunga Volcanoes and started her observation of four families of mountain gorillas living there. What impressed her most was the gentleness of these huge creatures, their peaceful and generous nature. It took some time for the gorillas to get used to her, but they did. She lived there for 18 years and was the first person to have voluntary contact with a mountain gorilla when one of them touched her hand. She became particularly attached to a young gorilla. She named him Digit because he had two webbed fingers on one hand. Unfortunately, poachers killed him a few years later. The worst enemy gorillas had (and still have) were poachers, who would



kill them for their skin, head and hands, which were sold to tourists.

Digit's death enraged Dian. She started a campaign against gorilla poaching. *National Geographic* magazine published an article on her work with the mountain gorillas. This article mentioned Digit and included pictures Dian had taken of him and the group of gorillas. The article also mentioned the way and the reason he died. The result was the creation of the Digit Fund, created with donations from readers of *National Geographic*.



In 1980, she wrote a book entitled *Gorillas in the Mist*, which was a best-seller and later made into a movie. After publishing her book, she returned to Rwanda to continue her work. In December 1985, Dian

Fossey was killed. Today, mountain gorillas number less than 650 in the wild. The Rwandan government and other international organizations protect them.

### JANE GOODALL

Born in London in 1934, Jane Goodall is probably the world's greatest authority on wild chimpanzees. As a small child, she was fascinated by animals and dreamed of going to Africa. Eventually she went to Kenya, and while she was there she met Dr. Louis Leakey, who offered her a job as his assistant searching for fossils. One day he talked to her about a group of chimpanzees living in the Gombe Stream Chimpanzee Reserve on Lake Tanganyika. She set off in 1960 to Lake Tanganyika to study man's closest living relative.

Her greatest discovery about chimpanzees came one day when she saw one of them break a piece of grass and use it to fish termites out of a log. Until that time, everyone thought that man was the only being capable of using tools for a specific purpose. She also discovered that chimps were similar to man in the way they expressed their emotions, such as embracing or holding hands, gestures that have the same meaning to them as they do to us.

In 1977, she founded the Jane Goodall Institute for Wildlife Research,



Education and Conservation, and in four African countries, she established chimpanzee sanctuaries that care for and rehabilitate orphaned chimps.



BERUTI GALDIKAS

Read the text. Answer the questions. Write complete sentences.

1. What was Dian Fossey's first job?

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2. When did she become interested in mountain gorillas?

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3. Where did she go to study mountain gorillas?

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4. How did Digit die?

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5. Why did poachers kill gorillas?

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6. What happened after an article appeared in *National Geographic* on Dian Fossey?

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7. How did Dian Fossey die?

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8. What was Jane Goodall's greatest discovery about wild chimpanzees?

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9. Why was this a great discovery?

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10. Where did she go to study wild chimpanzees?

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# The Women of Ville-Marie

You have probably read in your history books how and by whom Ville-Marie was founded. As you know, Paul de Chomedey, Sieur de Maisonneuve, built a settlement on the island in 1642. But did you know that one of the co-founders of Montréal was a woman?

Her name was Jeanne Mance. She was born in Langres, France, in 1606, the second in a family of 12 children. In 1642, she embarked on a grand adventure in a new world. She arrived in Montréal with Maisonneuve and upon her arrival founded with him the Société de Notre-Dame de Montréal. She was entrusted with looking after its finances. Later she added to her activities the care of the sick, be they settlers or Indians.

Jeanne Mance created the first hospital in Montréal, Hôtel-Dieu, which opened its doors in October 1645. For the next 31 years, Jeanne Mance would be the only administrator of the hospital. The hospital was not very big at first; it measured 18 metres long by eight metres wide. It contained a kitchen, a room for Jeanne, another for the servants and two rooms for the patients. In 1645, it was replaced by a bigger building. Jeanne had become a very respected member



of the Montréal community. In 1672, when the first church was built, she was asked to place one of the cornerstones. That was her last public appearance. She died on June 18, 1673, and was buried in the crypt in the chapel of the actual Hôtel-Dieu.



As the city grew, Maisonneuve realized that he needed help in many fields. While Jeanne Mance was there to care for the sick and injured, there was no one to educate the children of the growing population. For this, he turned to Marguerite Bourgeoys, whom he met in Troyes, France, while on a visit there.

Marguerite Bourgeoys was born in Troyes in 1620. At the age of 18, she entered the religious order of the Congrégation Notre-Dame de Troyes because she wanted to be a nun but also because she wanted to serve society. In 1653, she met Sieur de Maisonneuve, who asked her if she would come to Canada, more specifically Montréal, to teach children. She became the first teacher in Montréal. In 1658, she acquired a small piece of land with a stable on it. That stable became the first school in Montréal. In 1659, Marguerite Bourgeoys gave her first class.



As the population grew, the little school was too small for the ever-increasing number of students. Marguerite bought the property next to the school and built a house there. The house was called La Maison de Saint-Ange and later became known as La Grande Maison after she added to it. As time went by, Marguerite bought other properties to house “Les Filles du Roi,” who arrived in Montréal between 1663 and 1673. Today, these properties still belong to the Congrégation Notre-Dame. Another of Marguerite’s great accomplishments was the building of the Notre-Dame-de-Bon-Secours chapel in 1678, which still stands on its original spot. Marguerite passed away at the age of 80 in 1700 in the mother house of the Congrégation, and she was declared a saint by Pope John Paul II in 1982. So far she is the only woman having lived in Canada to receive the honour of sainthood.

Through Marguerite’s hard work and perseverance, the Congrégation Notre-Dame grew, and today it has a worldwide reputation in the field of education.

Read the text. Answer the questions. Write complete sentences.

1. Where was Jeanne Mance born?

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2. What work did she do upon her arrival in Montréal?

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3. What was the name of Montréal's first hospital?

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4. What work did she do there?

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5. How do we know she was a respected member of the Montréal community?

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6. Where was she buried?

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7. Who did Sieur Maisonneuve ask to teach the children of Montréal?

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8. When did she first meet Maisonneuve?

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9. What was the second house that Marguerite Bourgeoys built called?

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10. What honour did she receive in 1982?

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# Marie Curie

Marie Sklodowska was born in Warsaw, Poland, in 1867. She was the youngest daughter of a professor of mathematics and physics. As a young child, Marie was fascinated by her father's physics equipment and could watch him work for hours. She was a talented student with a prodigious memory, and she won a gold medal when she finished her secondary education at the age of 16. She had to wait eight years before she could save enough money to register at the Sorbonne, which she did in 1891. After two years, she graduated first in her class in physical science. During the spring of 1894, she met Pierre Curie,





a handsome and well-known professor at the School of Physics. They were married on July 26, 1895, beginning one of the greatest scientific partnerships of all time.

Their partnership was unique. They worked together in the laboratory every day and studied together in the evening. After the birth of their first daughter, Irene, in 1897, Marie decided to go back and work on her doctorate in physics. Her doctoral thesis was on the source of the mysterious rays given off by uranium, a phenomenon that scientist Henri Becquerel had first observed in 1896. Marie set up a small laboratory at the School of Physics and in two months had made two important discoveries. First, the intensity of the rays was in direct proportion to the amount of uranium, and second, nothing she did to change the uranium affected the rays. After these observations, she formulated the theory that the rays were due to something happening in the atom of the uranium. That something she called radioactivity.

Pierre started helping Marie with her research that summer. They developed a refining method that required processing tonnes of pitchblende, which emitted the strongest rays, to extract a very small quantity of radioactive material. In doing this, they discovered a new radioactive element, which they named polonium, and an even stronger radioactive element that they named radium. They had to wait until 1902 before they had enough radium to confirm its existence. This research earned Marie her doctorate in physics, the first ever awarded to a woman in Europe. In 1903, their discovery earned Pierre and Marie a Nobel Prize in physics.

After the birth of their second daughter, Eve, in 1904, Marie went back to work in the laboratory with Pierre. The French government rewarded them by offering Pierre a professorship in physics at the Sorbonne. Everything seemed to be going well for them, but, tragically, Pierre was killed in an accident in Paris. Marie was heartbroken. After Pierre's death, the Sorbonne offered Marie the professorship they had given Pierre. This made her the first woman faculty member. She accepted, but she still continued to work in her laboratory, determined

to isolate pure polonium and radium. Her efforts were rewarded with a second Nobel Prize in 1911.

During World War I, she worked on developing the use of X-ray machines on the battlefields and within two years had established 200 permanent X-ray units throughout France and Belgium. After the war, she campaigned to raise funds for a hospital and laboratory devoted to the use of radiology. An American journalist heard of her efforts and invited her to tour the United States to present her project. At the end of her tour, President Harding gave her a gram of radium. She returned to Paris with enough radium and money to continue her project.

Today, we understand the dangers of radioactivity. But Marie Curie and other researchers of the day did not, and they handled radioactive elements without any protection. In the early 1930s, her health started to fail. She died on July 4, 1934, from the effects of radiation exposure.

Read the text. Answer the questions. Write complete sentences.

1. What was Marie's father's profession?

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2. Why did she wait eight years before going to the Sorbonne?

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3. When did she decide to work on her doctorate?

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4. What was the subject of her doctoral thesis?

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5. What two things did she discover about uranium rays?

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6. From what did Marie and Pierre extract the radioactive material?

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7. What did they receive for their discovery?

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8. What did the French government offer Pierre Curie after his Nobel Prize?

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9. What did Marie Curie campaign for after the First World War?

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10. What was the cause of her death?

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## Lucille Teasdale-Corti

Born on Notre-Dame Street in the east end of Montréal, Lucille Teasdale was one of the first women in the province to become a surgeon. She later became known as the Dr. Schweitzer of Uganda. While studying surgery at Sainte-Justine Hospital, she met Pietro Corti, a young Italian doctor doing an internship in pediatrics.

Pietro was immediately attracted to this beautiful and spirited young woman and, as the story goes, fell in love. Unfortunately, he had to return to Italy before they could start a meaningful relationship. Sometime later Pietro saw Lucille again, and this time he invited her to follow him on a wild and wonderful adventure. He wanted to build a hospital in Uganda, where medical help was badly needed. She probably thought he was an idealist, but nonetheless she accepted the invitation, but only for a short while, since she had not yet completed her internship in surgery and that was the utmost thing on her mind. In 1961, they settled in Gulu, in northern Uganda. They slowly set up their hospital, and Lucille got her first taste of surgery. Although she was not a certified surgeon, she successfully performed a Caesarean section using a textbook on surgery.



Finally, the time had come to return home. She had to make a decision about her future. Would she stay in Uganda with the man she loved among the difficulties and hardships that life in Gulu offered or would she return to the comfort she was used to in Montréal? Her decision: Uganda became her adopted country.

Life in Uganda was far from easy at that period in its history. It was a country of great unrest. It had won its independence in 1962, but in 1966 a *coup d'état* overthrew the ruling government. A second *coup d'état* in 1971 brought to power the greatest tyrant the country has ever known. Idi Amin Dada brought a regime of terror to the country that lasted until his overthrow in 1979 by Yusuf Lule with the aide of the Tanzanian army. Lule himself was ousted from power a few years later. All through these civil wars and unrest, and especially through the tyrannical regime of Idi Amin Dada, Pietro and Lucille had but one objective: to ease the pain and suffering of Ugandans no matter on which side of the war they fought.

St. Mary's, the hospital they built, has established itself as one of the best hospitals in eastern Africa. It can accommodate 10,000 patients a year and treat over 150,000 more. All this was done under extremely hard conditions like brutal dictatorships, civil wars and an AIDS epidemic. Doctor Teasdale herself contracted AIDS by performing operations on HIV-positive patients. Because of her medical condition, she could no longer perform operations and spent the latter part of her life treating people with AIDS.

In 1986, Lucille received, along with Pietro, the Sasakawa Award, the most prestigious distinction of the United Nations. She received the Order of Merit of the Italian Republic, and in 1991 the Order of Canada. Her devotion to her hospital helped her overcome all hardships thrown her way. Before she died in 1996, she had the joy of seeing Ugandans she had known as children when she first arrived in Gulu become doctors in the hospital that she helped to build and continue the work she started many years ago.

Read the text. Answer the questions. Write complete sentences.

1. Where was Lucille Teasdale born?

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2. Where was she studying surgery?

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3. Why had Pietro Corti planned to go to Uganda?

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4. Where in Uganda did they settle?

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5. Who was known as the greatest tyrant in Ugandan history?

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6. Who helped Yusuf Lule overthrow Idi Amin Dada?

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7. What was the Cortis' main objective?

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8. How many patients could St. Mary's Hospital treat in a year?

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9. How did Lucille Teasdale die?

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10. What award did she receive in 1991?

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# Mother Teresa

In September 1997, in Calcutta, India, a grand and sombre funeral took place. Dignitaries of all races and religions, from all over the world, were in attendance. The ceremony was not for a head of state or a religious leader or a member of some royal family. This funeral was held to honour Mother Teresa, a humble nun who died on September 5. Although small in stature, she was nonetheless a giant.

Mother Teresa was born on August 26, 1910, to a Catholic family in Skopje, Yugoslavia. Her real name was Agnes Gonxha Bojaxhiu. When she was nine, her father was murdered. At the age of 18, she entered the convent of the Sisters of Our Lady of Loreto in Dublin, Ireland. She was sent by her superiors to Darjeeling, India, to teach. There she taught little girls while studying to obtain her teaching diploma. When she finally pronounced her religious vows, she took the name of Sister Teresa, in



honour of Saint Teresa of Lisieux. In 1935, she was sent to Calcutta College to teach. The daughters of the wealthiest families in Calcutta attended this school, while just outside people were dying of hunger in the streets. In those streets, Sister Teresa met whole populations of people who were born, lived and died there without ever having a roof over their heads.

In 1946, she decided to devote herself to those poor people. She asked permission to leave her order and create a new one. In 1947, the Vatican gave her authorization to do so and for the first time, she put on a cheap white sari with a blue stripe, which became the costume of her congregation. By 1949, more and more young girls came to share her life, and in 1950 the Pope officially authorized this new foundation called the Congregation of the Missionaries of Charity.

One day, she found a dying woman on the street. The poor woman was so weak that she could not even chase away the rats. Mother Teresa carried her to the closest hospital. They finally agreed to keep the woman because Mother Teresa refused to leave unless they did. That is when she came up with the idea of building a shelter for dying people so that they could leave this earth with some dignity. She asked for and received a house that was once used as a residence for pilgrims at the temple of Kali, and this became the Home for the Dying Destitutes. Two years later she set up the Center of Hope and Life for abandoned children. Mother Teresa once said that never in her life would she refuse an abandoned child. She even went so far as to ask women not to have abortions (which she was very much against), but to have the child and then give it to her to care for. She also set up a leprosarium outside Calcutta on land given to her by the Indian government. Lepers were a common sight in India, and people would stay as far away from them as they could. But Mother Teresa would not stay away. She took them in and cared for them. People became increasingly aware of the work Mother Teresa was doing, and more of them came around to help.

Her order has grown to the point where today there are 370 centres for the poor and dying around the world, with more than 2,500 missionaries in 76 countries. When people would ask Mother Teresa if they could come to India to help her, she would tell them that they should help the poor in their own country.

In 1979, Mother Teresa received the Nobel Peace Prize for her work with the poor and destitute in India and around the world.

Read the text. Answer the questions. Write complete sentences.

1. Where was Mother Teresa born?

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2. Which order did she enter?

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3. Where was she sent to teach?

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4. What contrast struck her at the college in Calcutta?

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5. What became the costume of her congregation?

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6. When did the Pope authorize her new congregation?

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7. What did she use as her first shelter for the dying?

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8. Where did she set up her leprosarium?

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9. What advice did she give people who wanted to come to India to help her?

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10. What honour did she receive in 1979?

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# Joan of Arc

Jeanne d'Arc, who later became known worldwide as Joan of Arc, was born in Domrémy in 1412. The child of a peasant farmer, Jeanne, like most peasants in her day, was not able to read or write, but she was skilled in sewing and spinning wool. She was a pious child who often knelt in church absorbed in prayer.



In the summer of 1425, when Jeanne was 13 years old, she had her first vision with what she would later call her “voices.” These voices were accompanied by a blaze of light. Later she was able to discern who was speaking to her. She identified them as Saint Michael, Saint Margaret and Saint Catherine. The voices told her that she must go to see the king and have him crowned in the cathedral at Reims. They also told her that she had to get the English out of France. You see, all this was during the period known as the Hundred Years’ War between France and England. The voices told her that she should go to Vaucouleurs and meet Robert de Baudricourt, the king’s representative. Upon meeting Jeanne, Baudricourt told her relative, who accompanied her, to “Take her home to her father”.

Jeanne went back to Vaucouleurs a second time. Baudricourt was still skeptical, but her persistence made an impression on him. Finally he gave in. With three men at arms, Jeanne went to meet the king at Chinon. When she reached Chinon two days later, the king hid among courtiers to test her. She immediately went to him and bowed. She then told him her mission was to have him crowned at Reims and to banish the English from France.

Before starting off on her campaign, she sent a message to the King of England, asking him to withdraw his troops from French soil. The English commanders were outraged at the demand and refused. Jeanne entered Orléans on April 30, and by May 8 all the forts that encircled the city had been captured. Success followed success, and on Sunday, July 17, Charles VII was solemnly crowned King at Reims. The first part of her mission completed, she set course for the second part, the expulsion of the English. She was wounded during one battle, but she returned to the battlefield the following April.

During a battle at Compeigne, the English captured her. King Charles VII did nothing to save her. If a military campaign did not work, he could have exchanged her for a high-ranking prisoner, like the Earl of Suffolk who had been captured by the French. Instead, John of Luxembourg sold Jeanne to the English for a sum that would be the equivalent of \$700,000 in today's money.

The English were determined to put her to death, but they could not do it simply on the grounds that she had beaten them. They needed another excuse, so they accused her of witchcraft and heresy. The person chosen to judge her was Pierre Cauchon, the bishop of Beauvais. The trial took place in Rouen, and Jeanne was not allowed a lawyer. She had to defend herself. The questions revolved around her voices. How could she be certain they were the work of God and not the work of the devil? Jeanne answered all questions calmly, evading traps set by Cauchon and the other inquisitors. The trial lasted a long time, and, in the end, she was condemned as a heretic. The sentence was passed on May 29, 1431, and the next day she was brought to the town square, tied to the stake and burned. After her death, her ashes were thrown into the Seine River.

In 1920, Saint Joan was canonized by Pope Benedict XV.



Read the text. Answer the questions. Write complete sentences.

1. What name was Jeanne d'Arc later given?

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2. What was Jeanne not able to do?

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3. When did she first hear her "voices"?

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4. Who did she identify as being her voices?

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5. What was Robert de Baudricourt's reaction when she first met him?

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6. Where did she first meet the king?

---

7. What was her mission?

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8. Where was she captured?

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9. How much was she sold to the English for?

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10. How did she die?

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# Emmeline Pankhurst

Before the 20th century, women were treated as inferior in most “civilized societies” and were denied many rights that men took for granted. Over the centuries, women had fought for and earned certain rights, such as the right to an education, the right to become a professional such as a doctor or a lawyer, or simply the right to keep what was theirs before their marriage. These rights, though, touched only a certain portion of the female population. One right that was hard-fought and touched a cause common to all women was the right to vote and elect political leaders. Men, be they rich or poor, had obtained that right over the centuries, but, in the words of Emmeline Pankhurst, “the mother half of the human family” had yet to be granted that same fundamental right.



Emmeline Pankhurst was born in Manchester, England, in 1858. She was raised in a Victorian society where a proper woman did not voice any kind of controversial opinion. Emmeline did just the contrary. As a young girl, she saw the rights of women being swept aside. Indeed, in 1867 and again in 1884, members of the British Parliament raised the question of women voters. Although some members of parliament were in favour of giving women the right to vote, the majority just dismissed the question as not being a serious matter. The general consensus at the time was that politics were best left to those who could understand them – in other words, men.

In 1903, Emmeline established the Women’s Social and Political Union, and, with her daughter, Christabel, set out to shake the foundations of male-dominated politics. From 1905 to 1914, they used whatever means necessary to get the attention of the British government. At first, these were peaceful marches and protests. Soon Emmeline and her followers realized that this was getting them nowhere. The nonchalant reaction of the government to their cause infuriated them, which, in turn, made their protests, although still peaceful, passionate. The reactions of the courts and the police were at times incomprehensible. Women were beaten during demonstrations, and if they went on a hunger strike in jail, they were force-fed. Because this particular measure risked the lives of the women, the government passed the Cat and Mouse Act. This law meant that if there was a chance that a woman might die because of a hunger strike, she was

released until she was strong enough and then re-arrested to finish off her sentence. If she went on a hunger strike again, the process was repeated. Under this law, Emmeline went to jail 12 times in 1912.

After 1906, the Women's Social and Political Union's actions became audacious, even illegal at times. The women chained themselves to lampposts, slashed paintings in museums, attacked police officers, cut telegraph wires and even burned buildings.

In 1914, Emmeline shifted her energies from protesting to helping her country during World War I. She advised the women of England to enrol as nurses or to work in factories as a means of participating in the war effort. This contribution tipped the scales in her favour. In 1918, the British Parliament granted the right to vote to women over 30, and in 1928, the same year as Emmeline Pankhurst's death, the voting age for women was lowered to 21.

Her actions can be summed up in a short speech she gave during a court appearance in 1912: "We are not here because we are lawbreakers; we are here in our effort to become lawmakers."



Read the text. Answer the questions. Write complete sentences.

1. Which right touched a cause common to all women?

\_\_\_\_\_



2. When was the question of women's right to vote first raised in the British Parliament?  
\_\_\_\_\_  
\_\_\_\_\_
3. Why did the members of parliament dismiss the question?  
\_\_\_\_\_  
\_\_\_\_\_
4. With whose help did Emmeline create the Women's Social and Political Union?  
\_\_\_\_\_  
\_\_\_\_\_
5. What act did the government come up with to keep from risking the lives of jailed women who went on a hunger strike?  
\_\_\_\_\_  
\_\_\_\_\_
6. How many times did Emmeline go to jail in 1912 under the Cat and Mouse Act?  
\_\_\_\_\_  
\_\_\_\_\_
7. Name two actions committed by the Union after 1906.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What did Emmeline tell women during World War I?  
\_\_\_\_\_  
\_\_\_\_\_
9. What was the voting age for women in 1918?  
\_\_\_\_\_  
\_\_\_\_\_
10. When was the voting age for women lowered to 21 years of age?  
\_\_\_\_\_  
\_\_\_\_\_

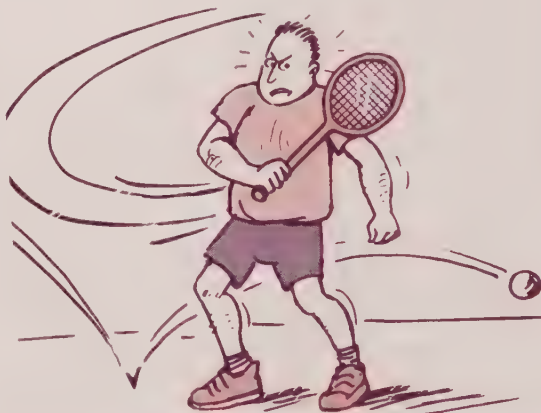
# Problems of Leisure

**T**he way people use their spare time is not always entirely beneficial. Sometimes a leisure activity may have a negative effect on the individual or on others around him or her.

## THE FRUSTRATED ATHLETE

Harold is a well-muscled financial analyst in his late thirties. He started to play tennis about three years ago, just after some of his business associates took up the game. In high school he had been a top athlete, and he was still in pretty good physical condition. So when he got into tennis at age 37, he was sure he would have no problem with it. He paid \$200 for equipment, joined an indoor club and mapped a regular schedule that included lessons and several hours of play each week.

Harold claims he plays tennis for fun and enjoyment, but in reality, it is a source of frustration more than pleasure. On the court, he finds that his play does not measure up to his expectations. His mastery of the game simply does not match his image of himself as a talented natural athlete. Balls zip past him before he can move. He misses easy shots, hitting the ball into the net or out of bounds. He feels foolish and embarrassed. He gets angry with himself and is very vocal about his feelings.



## THE ADDICT

Mary is a 26-year-old physical-education teacher at a high school in a small town. As the only physical-education specialist on staff, she not only has normal teaching duties, but also coaches volleyball, basketball, badminton and track teams outside of class hours.

About 10 months ago, Mary decided that she was not active enough physically. She was feeling tired and out of shape. Jogging, she thought, would be just the thing to get back into shape.

She began to jog every morning before class, just a short distance, about a kilometre and a half. She noticed quite a difference in the way she felt. She had more energy and felt less tired at the end of the day. On the days that she didn't jog, she just didn't feel as good.

Jogging became more and more important to her over the next few months. She gradually increased the distance she went in the morning and then began to jog in the afternoon or evening as well. Now jogging occupies almost all her leisure time. It has become a veritable obsession.



### THE COUCH POTATOES

David is a 31-year-old electronics technician working with a company that manufactures computers. He is married with two young children and has a home in the suburbs of a large city. He and Carol, his wife, spend a lot of time in front of their TV set when they are not at work. They have a satellite dish in their backyard, which enables them to pick up channels from many areas in the United States and Canada. They love to watch sports. On any weeknight, and on Saturdays and Sundays, David and Carol sit on their living-room couch and watch sports. It doesn't matter what they watch – anything from championship fishing to national-league football or hockey. As long as there is motion on the screen, they will watch it. Naturally, they like to keep their mouths as busy as their eyes. They always have a large supply of popcorn, potato chips, peanuts and other delectables on hand.





Read the text. Answer the questions. Write complete sentences.

1. When did Harold take up tennis?

---

2. What did tennis bring Harold in reality?

---

---

3. How did Harold see himself?

---

---

4. What does Mary do for a living?

---

---

5. Why did she take up jogging?

---

---

6. After she started jogging, how did she feel at the end of the day?

---

---

7. What name do they give people who continuously sit in front of a television?

---

8. What is David's job?

---

---

9. What do David and his wife watch on television?

---

---

10. Among the people mentioned in the texts, who is the oldest?

---

# Personal Characteristics and Choice of Leisure Activities

People tend to select their leisure activities before the activities influence them. Individual interests, attitudes and other personal characteristics determine the choice.

## AGE

Activities change, to a certain extent, as a person grows older. Some writers and researchers contend that each age period has its special interests and preoccupations. Others believe that there is some continuity from one age period to the next. They feel that there is no sudden change. Certain types of activities may continue over a long period of time.

time doing is individual differences. Someone who has little or no athletic ability is not likely to spend leisure time playing a sport that is physically demanding. Someone who has a very outgoing personality and enjoys being with people will probably not make a solo activity, like butterfly collecting or long-distance running, a principal leisure activity.

## SEX

Researchers have found differences in the recreational activities preferred by males and females. In an extensive study done over 40 years ago, it was found that boys seemed to like active recreation involving muscular dexterity, skill and competition, while girls chose more conservative or passive activities. Researchers concluded that such differences between males and females were mainly due to customs and traditions, not to any great differences between the sexes.

## INDIVIDUAL DIFFERENCES

The most important factor in determining what types of leisure activity a person takes up, likes best and spends a lot of

Read the text. Answer the questions. Write complete sentences.

1. When do people select their activities?

---



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**2.** What three things determine people's choices of activity?

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**3.** When was the study of recreational activities done?

---

---

**4.** What type of activities did boys like?

---

---

**5.** Which type of activities did the girls choose?

---

---

**6.** What was the cause of the different choices of activities between boys and girls?

---

---

**7.** What are the two main schools of thought regarding age and leisure?

---

---

---

---

**8.** What is the most important factor in determining the type of activity?

---

---

**9.** What type of activity will someone with no athletic ability stay away from?

---

---

**10.** Who will avoid butterfly collecting and long-distance running?

---

---



## Why Do People Play Games?

Do people play games as a pastime for fun and relaxation or are there other reasons? If games are played for fun and relaxation, why is it that so many people get angry or frustrated if they lose? Why do people cheat or lie during a game? What causes people to act in these ways while playing a game?

Professional game inventors, analysts and psychologists say that even though people are involved in a game, they are not always playing for fun.

One theory is that people play games to soothe the “mental bruises” they experience every day. Marvin Glass, the late game designer, claimed that a game is like role-playing. It’s a drama. It takes people out of the situation they’re living in and puts them in a new one. It’s a fantasy. People can become detectives, property owners, rich or winners. They get to do things they don’t do in real life.



Some psychologists say people are negotiating, arguing and struggling for real while they play games. That is, games reflect reality. They are lifelike. People play games the way they would like to act at work or school or in real life.

Aldous Huxley offered a theory on the timeless appeal of board games. He said, "In games people move from a hard-to-understand universe to a neat little man-made world where everything has a reason, is clear and easy to understand." Others, like the late former chairman of Parker Brothers, Edward P. Parker, said that "people like to clobber their friends without doing actual damage. That's the basis for nearly every successful game."

Besides providing us with fun and recreational opportunities, games can also help us develop our bodies and minds. People learn many strategies, a variety of skills and new information. Games give people a chance to improve coordination, dexterity and reflexes. Most important, they can teach people to get along, play together and care for one another. They give people new experiences, allow them to try out new roles and help them to learn more about themselves and the world around them.

Read the text. Answer the questions. Write complete sentences.

1. What are the main reasons people play games?

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2. What do psychologists say about people involved in games?

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3. Name one theory about why people play games.

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4. What is role-playing compared to?
- \_\_\_\_\_
- \_\_\_\_\_
5. According to Marvin Glass, how is a game a fantasy?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
6. How do games reflect reality?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
7. How do people play games?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
8. Who offered a theory about the endless appeal of board games?
- \_\_\_\_\_
- \_\_\_\_\_
9. According to Huxley, what do games have that the real world doesn't have?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
10. Give two benefits of games.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# The History of Some Games

## Chess

Chess is considered a “royal” game not only because intellectuals considered it a number-one pastime, but also because the kings and nobles of Europe once played it. It is a game for strategists and decision makers; imagination, concentration and the ability to anticipate events are all necessary to play well.

In 1779, Benjamin Franklin wrote: “Chess can teach foresight, which looks a little into the future... circumspection, which surveys the whole board... caution, not to make moves too quickly... lastly, hope for change, not to be discouraged by present bad appearances.”

Scholars generally agree that chess originated as a war game in India during the seventh century, although evidence is scanty. It was known as *chaturanga*, a Sanskrit word referring to the four elements of an army – elephants, horses, chariots and soldiers. From India, chess made its way to Persia and was then taken to Europe by the Arab conquerors of Spain. In Europe, the names

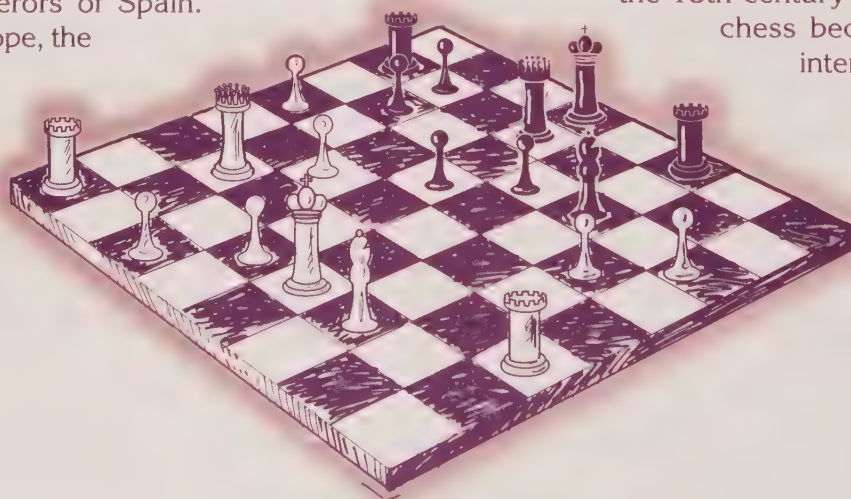
and characters of the pieces changed: The Persian shah became the king. The Persian vizier became the queen. The Indian elephants became the bishops. The Arabic horses became the knights. The foot soldiers became the pawns.

The least-understood piece is the rook, or castle. How such a piece came to be represented by a castle still remains a mystery.

### DEVELOPMENT

Chess was one of the great passions during the Middle Ages. Many players were killed as a result of quarrels over the rules and the results. Toward the end of the Middle Ages, the game underwent a transformation. Rules began to change and the game was played much faster than it had been previously. No matter what the change was, the object of the game remained the same: to the opponent’s king “checkmate”. By the end of the 15th century, the modern form of the game

had been fully developed. From the 18th century onward, chess became an international activity,



dominated by masters who travelled around the world to play against each other. Paris and London became the international centres for competitions.

### CHESS TODAY

Chess is a game played by masters and novices all over the world. It is studied by psychologists, sociologists and other researchers. It is used by researchers to understand how people think and learn.

International chess is very formal. Timed games were introduced in 1861, the mechanical chess clock in

1883. In 1924, a worldwide organization was formed to standardize and regulate the game. It controls all of the world's chess events and determines tournament rules and procedures.

Every two years, there is an international team tournament in which each member country is represented by a team of four players, with two in reserve. No matter where it is played, who plays it or under what conditions it is played, the game of chess fascinates people of all ages and backgrounds.

## Hopscotch

No one really knows where the game of hopscotch began; however, children all over the world still play it today with only minor variations in the rules.

One of the oldest-known diagrams is drawn on the floor of the Forum in Rome. During the expansion of the Roman Empire, the armies built cobblestone roads connecting Europe with Asia Minor. Soldiers taught the game to the children of France, Germany and Britain. Many different dia-

grams are used throughout the world. In North America alone, one researcher catalogued nearly 20 versions of hopscotch played in the streets and on playgrounds.

### RULES

Draw the diagram on pavement with chalk. Throw marker into block 1. Hop on one foot into block 1, pick marker up and hop back.





Throw marker into block 2. Hop on one foot into blocks 1 and 2, pick it up and return. Continue throwing to block 9. If marker lands in wrong block, or on

the line, you lose your turn. If you put your foot down, you lose your turn. Your turn begins after all players have gone. You continue where you left off.

## Tug of war

The conflict between good and evil – the forces of nature that affect the livelihood of people – was dramatized in many countries by a ritual of tug of war. The modern tug of war has become a familiar event at athletic meetings.

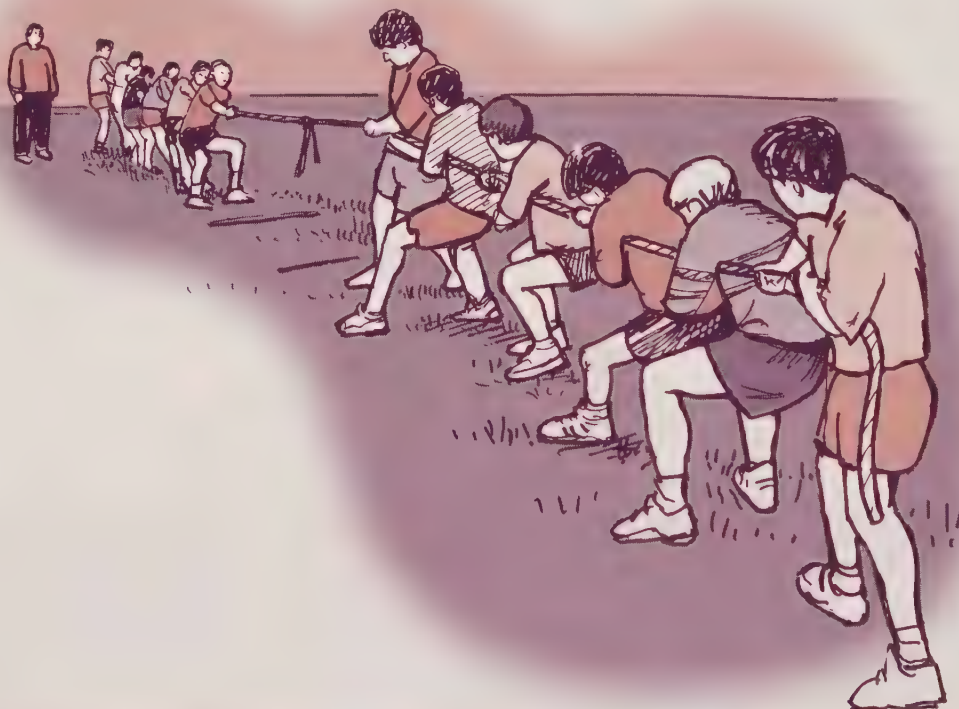
### RULES

Two teams made up of eight or more players stand in line behind the captains.

Players take hold of a rope.

The middle of the rope is marked with a black band.

Each team must try to pull the rope so that the marker on the rope crosses the ground marker.





Read the text. Answer the questions. Write complete sentences.

1. Why is chess considered a “royal” game?

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2. What was the origin of chess?

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3. Where does the original name come from?

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4. What does the word *chaturanga* refer to?

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5. Which game piece changed sex over time?

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6. Which game pieces changed species over time?

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7. When did the modern form of chess fully develop?

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8. Where is the oldest diagram of hopscotch found?

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9. How many versions are there of hopscotch in North America?

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10. Name two ways you can lose your turn in hopscotch.

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# **T***he Psychology of Money*

## **WHAT IS MONEY?**

Money has been defined as anything that passes between people in payment for services and commodities. It can be such things as animal teeth, shells, beads, cattle and liquor. In fact, it can be anything people agree to accept as payment.

## **WHY DO PEOPLE GET SO CONFUSED ABOUT MONEY MATTERS?**

Many people believe that what is missing in their lives is money, lots of it. It is often seen as a means of achieving security in a world of constant change. For others it equals power, a way of gaining control. Money has helped to destroy marriages, friendships and families. In the name of money, people do strange and illogical things. What is actually missing in most people's lives is a sense of security, love, self-esteem, self-respect and a new set of values – not money.

## **HOW DO PEOPLE VIEW MONEY?**

Many people equate money with love. People who lack love will often try to buy it with money. Because such people have learned not to expect love and approval on their own merits, they feel compelled to use money (gifts, influence) to make themselves feel loved and lovable. To others, money equals self-worth, freedom, security and power. Money seems to have the ability to allay fears, anger, jealousy and hatred. Money cannot buy love, happiness, inner peace, contentment and self-esteem, but it can bring all these things if used properly.

### HOW MUCH OF THE DECISION MAKING IN BUYING IS YOURS?

Deciding to buy something is not as simple as it seems. Many people buy consumer products because they think they can look good in the eyes of others. Money is not spent on a car just for transportation but for a certain self-image, social acceptance or prestige. And the car that projects that image is presented in advertising. We constantly see ads like "You deserve a break today" or "Treat yourself to something different." They tell us that spending will make us feel better. But does spending really make us feel better?

Read the text. Answer the questions. Write complete sentences.

1. What is defined as money?

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2. Name some things that have been used as money in the past.

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3. How do people often see money?

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4. What does money equal to others?

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5. Money is not what is really missing in people's lives. What is missing?

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6. While money has helped to build things, it has also helped to destroy things. Name three things money has destroyed.

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7. Why do people feel compelled to use money to make themselves feel loved?

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8. Why do people buy consumer products?

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9. What can a car be used for other than transportation?

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10. Give an example of an ad that incites people to spend.

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# The Reality of Money

**A**lthough it is said that money is the root of all evil and that it can't buy happiness, it directly affects almost every area of our lives: getting it, borrowing it, lending it, spending it, saving it and investing it. Money can cause us a great deal of stress and anxiety whether we have it or not.

The average employee in North America can expect to spend 85,000 hours during his lifetime working for a living. During that time, an average high-school graduate will earn almost one million dollars. Yet, most of us will never have enough; some of us will end up in debt and others will handle it efficiently. Most people conduct their financial affairs like a card game, leaving the outcome to chance. We

hear people say, "I know more or less what I spent last month and what was left over, I think."

Let's face it: money makes the world go round; it determines the kind of lifestyle we will live. It's important to think about ways of acquiring and managing it properly so we can have the lifestyle we want. The first step is to identify financial goals. For example, if you believe that education is important or that a certain standard of living is essential for happiness, your management of money will reflect these priorities. Therefore, the first thing is to become aware of what is and is not important to you, what values and beliefs you have. The basic question is: Why are you earning money or why will you be earning money? ■

Money can  
cause us a  
great deal of  
stress and  
anxiety  
whether we  
have it or not.

Read the text. Answer the questions. Write complete sentences.

1. What two things are commonly said about money?

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2. Name two things caused by money.

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3. How much time during his lifetime will a North American employee spend working?

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4. During that time, how much money will he earn if he is a high-school graduate?

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5. What does it mean to say that most people conduct their financial affairs like a card game?

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6. What does money determine?

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7. How can we have the lifestyle we want?

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8. What is reflected through your management of money?

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9. What is the first thing you should think about when managing your money?

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10. Why do you think money is important?

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# **L**ife in the 21st Century

**T**his is what futurologists are predicting for this new century. Do you think they are right?

**T**he aging process will be controlled through new medicine and drugs, raising life expectancy to over 100 years.

**A**dvanced medical procedures will make it possible to grow new limbs and organs.

**P**eople will have robots at home.

**P**ublic transportation will be completely automated.

**B**ooks will be replaced by electronic reproductions.

**T**he weather will be controlled.

**N**ew energy sources will be discovered.

**G**ravity will be overcome.

**A** permanent lunar colony will be established with regularly scheduled commercial flights between the Earth and the moon.

**S**pace exploration will result in a permanent base on Mars.

**C**ommunication with extraterrestrial beings will take place.

Read the text. Answer the questions. Write complete sentences.

1. How old should we expect to live in the future?

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2. What will help with housework?

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3. What will electronic reproductions replace?

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4. Why will we be able to fly?

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5. What will man colonize?

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Match each prediction in the text with a category.

### Category

1.

MEDICAL

2.

LEISURE

3.

SPACE EXPLORATION

### Prediction

A.

Lunar colony

B.

Robots

C.

Life expectancy

D.

Communication with extraterrestrials

E.

Grow new limbs

# Beyond the Forecasts

**F**orecasts are interesting, and they become even more interesting when you start thinking about what their consequences might be. For example, the prediction that weather will be controlled has already attracted attention. Here are some advantages and disadvantages of weather control.

## Advantages

- Great improvements in agricultural efficiency through:
- Creation of rain on demand.
- Reduction of the number of clouds over farms during sunlight hours.
- Flood prevention.

## Disadvantages

- Disruption of the ecological balance, leading to the extinction of some plant and animal species.
- Use of weather as a military or economic weapon.
- Creation of weather accidents in which many might be killed.
- Weather chosen by one area may not please people in other areas.



Read the text. Answer the questions. Write complete sentences.

1. How many advantages are cited for weather control?

\_\_\_\_\_

2. How many disadvantages are there for weather control?

\_\_\_\_\_

3. What natural disaster could be averted through weather control?

\_\_\_\_\_

4. In whose hands could weather control become a weapon?

\_\_\_\_\_

5. What could the disruption of the ecological balance do?

\_\_\_\_\_

Match an advantage or a disadvantage with each sentence.  
Write the correct letter.

1. The level of a river is high; rain clouds are dispersed before they can burst.

\_\_\_\_\_

2. Continuous heavy rainfall for weeks on an enemy country at war with us would make it impossible for them to move their artillery.

\_\_\_\_\_

3. In order to create new agricultural areas, a swamp is dried out by a very long period of sunshine, killing all the plants and animals living in it.

\_\_\_\_\_

4. In order to raise the price of fruits and vegetables, rain clouds are kept out of a region for months.

\_\_\_\_\_

5. A tornado is created to clear out kilometres of trees after a forest fire. It gets out of control and destroys two neighbouring towns.

\_\_\_\_\_

A. Creation of weather accidents that kill many.

B. Flood prevention.

C. Weather as an economic weapon.

D. Use of weather control as weapon by the military.

E. Extinction of a species.

# How Scientists Solve Problems

When scientists have a problem, they try to solve it by following the scientific method. Before they start, scientists first state the problem, then they follow these steps:

1. Collect all known facts.
2. Examine facts carefully and develop arguments.
3. Formulate a theory to explain the facts.
4. Test the theory.
5. Formulate a law.
6. Use the law to explain other similar situations.

In the case of dinosaurs, scientists have stated the problems, collected facts and formulated theories. Now they are trying to test them.

## Beliefs then

Creatures like the brontosaurus or brachiosaurus were huge. Scientists believed that these dinosaurs spent most of their lives in water. How else could they have grown so large? Scientists came to the conclusion that water supported their weight. Many reconstructions of these dinosaurs show them standing in water with their heads appearing above the surface. Scientists used three arguments to defend this belief.



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The first argument was that they were able to breathe well because they had nasal openings on top of their heads. Second, the water provided these gentle vegetarians with a safe hiding place from ferocious meat-eaters like the tyrannosaur. Third, they had weak, rakelike teeth that they could use to haul up plants from the bottom of tropical swamps.

### **Beliefs now**

Scientists from different branches of science disagree with the idea of deep-water dinosaurs. Through experiments, they have shown that humans cannot breathe through a tube in water that is one or two metres deep. The water pressure on the lungs becomes too great. The chest muscles cannot operate. Even whales cannot inhale unless they are lying flat on the surface.

In the 1950s, such findings were applied to dinosaurs. A brontosaurus standing in water up to its neck was probably subjected to double the ordinary atmospheric pressure. In order to overcome this pressure, the muscles of the respiratory system needed to be tremendously powerful. These muscles needed to weigh several tonnes. However, no bones have been found that could have acted as a framework for muscles that heavy.

Scientists have concluded that the giant dinosaurs were land creatures that rarely went into water.

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Read the text. Answer the questions. Write complete sentences.

1. What is the first thing scientists do when they want to solve a problem?  
\_\_\_\_\_
2. How many steps do scientists follow once they have stated the problem?  
\_\_\_\_\_
3. Which step are the scientists at in the case of dinosaurs?  
\_\_\_\_\_  
\_\_\_\_\_
4. What conclusion did scientists arrive at in the case of the brontosaurus?  
\_\_\_\_\_  
\_\_\_\_\_
5. How many arguments did the scientists have to support their theory about the brontosaurus?  
\_\_\_\_\_
6. Why did the brontosaurus breathe well?  
\_\_\_\_\_  
\_\_\_\_\_
7. From whom did the water hide the brontosaurus?  
\_\_\_\_\_  
\_\_\_\_\_
8. At what depth does it become impossible for a human to breathe through a tube?  
\_\_\_\_\_  
\_\_\_\_\_
9. Why is it difficult to breathe through a tube at that depth?  
\_\_\_\_\_  
\_\_\_\_\_
10. What was the scientists' final conclusion about giant dinosaurs?  
\_\_\_\_\_  
\_\_\_\_\_

# Futurologists Do Make Mistakes

## The A-Bomb

"That is the biggest fool thing we have ever done.... The bomb will never go off, and I speak as an expert in explosives." (1940)

Read what some futurologists mistakenly predicted.

## The Automobile

"The horseless carriage is a luxury for the wealthy. Its price will probably fall. Of course, it will never be as commonly used as the bicycle. People are just too intelligent to allow such a noisy and smelly thing to become popular." (1899)

## WARSHIPS

"As far as sinking a ship with a bomb, you just can't do it. It can never happen." (1939)

## Highways

"The actual building of roads devoted to automobiles is not for the near future in spite of many rumours. The whole idea of destroying beautiful countryside and farmland for paths for automobiles is ridiculous." (1902)

## Moon Landing

"Landing on and moving around the moon offers so many serious problems for human beings that it may take science another 200 years to solve them. The idea of even going there is insane." (1948)

Read the text. Answer the questions. Write complete sentences.

1. What do you call people who make predictions?  
\_\_\_\_\_
2. Who said the A-bomb would never go off?  
\_\_\_\_\_  
\_\_\_\_\_
3. What were automobiles called in 1899?  
\_\_\_\_\_  
\_\_\_\_\_
4. What is a road built just for automobiles called?  
\_\_\_\_\_
5. In 1902, what did people think a highway would do?  
\_\_\_\_\_  
\_\_\_\_\_
6. When was it said that bombs were incapable of sinking ships?  
\_\_\_\_\_
7. What was the idea of travelling to the moon qualified as?  
\_\_\_\_\_
8. How long did people think it would take to solve the problem of walking on the moon?  
\_\_\_\_\_  
\_\_\_\_\_
9. What was the most commonly used means of transportation at the end of the 19th century?  
\_\_\_\_\_
10. Which adjectives were used to describe the first automobiles?  
\_\_\_\_\_  
\_\_\_\_\_



# Irregular Verbs

| Infinitive | Past      | Past part. | Translation   |
|------------|-----------|------------|---------------|
| arise      | arose     | arisen     | lever         |
| awake      | awoke     | awaken     | réveiller     |
| be         | was       | been       | être          |
| bear       | bore      | borne      | porter        |
| beat       | beat      | beaten     | battre        |
| become     | became    | become     | devenir       |
| begin      | began     | begun      | commencer     |
| bend       | bent      | bent       | plier         |
| bet        | bet       | bet        | gager         |
| bind       | bound     | bound      | lier          |
| bite       | bit       | bit(ten)   | mordre        |
| bleed      | bled      | bled       | saigner       |
| blow       | blew      | blown      | souffler      |
| break      | broke     | broken     | casser        |
| breed      | bred      | bred       | élever        |
| bring      | brought   | brought    | apporter      |
| build      | built     | built      | bâtir         |
| burn       | burnt(ed) | burnt(ed)  | brûler        |
| burst      | burst     | burst      | éclater       |
| buy        | bought    | bought     | acheter       |
| cast       | cast      | cast       | jeter         |
| catch      | caught    | caught     | attraper      |
| choose     | chose     | chosen     | choisir       |
| cling      | clung     | clung      | s'accrocher à |
| come       | came      | come       | venir         |
| cost       | cost      | cost       | coûter        |
| creep      | crept     | crept      | ramper        |
| cut        | cut       | cut        | couper        |
| dig        | dug       | dug        | creuser       |
| do         | did       | done       | faire         |
| draw       | drew      | drawn      | dessiner      |
| drink      | drank     | drunk      | boire         |
| drive      | drove     | driven     | conduire      |
| eat        | ate       | eaten      | manger        |
| fall       | fell      | fallen     | tomber        |
| feed       | fed       | fed        | nourrir       |
| feel       | felt      | felt       | ressentir     |
| fight      | fought    | fought     | combattre     |
| find       | found     | found      | trouver       |
| flee       | fled      | fled       | fuir          |
| fly        | flew      | flown      | voler         |
| forbid     | forbade   | forbidden  | interdire     |
| forget     | forgot    | forgotten  | oublier       |

| <b>Infinitive</b> | <b>Past</b> | <b>Past part.</b> | <b>Translation</b> |
|-------------------|-------------|-------------------|--------------------|
| forgive           | forgave     | forgiven          | pardonner          |
| freeze            | froze       | frozen            | geler              |
| get               | got         | got(ten)          | recevoir           |
| give              | gave        | given             | donner             |
| go                | went        | gone              | aller              |
| grind             | ground      | ground            | moudre             |
| grow              | grew        | grown             | grandir            |
| hang              | hung        | hung              | pendre             |
| have              | had         | had               | avoir              |
| hear              | heard       | heard             | entendre           |
| hide              | hid         | hidden            | cacher             |
| hit               | hit         | hit               | frapper            |
| hold              | held        | held              | tenir              |
| hurt              | hurt        | hurt              | blesser            |
| keep              | kept        | kept              | garder             |
| kneel             | knelt(ed)   | knelt(ed)         | s'agenouiller      |
| knit              | knit        | knit              | tricoter           |
| know              | knew        | known             | connaître          |
| lead              | led         | led               | mener              |
| leap              | leapt(ed)   | leapt(ed)         | bondir             |
| leave             | left        | left              | quitter            |
| lend              | lent        | lent              | prêter             |
| let               | let         | let               | laisser            |
| lie               | lay         | lain              | étendre            |
| light             | lit(ed)     | lit(ed)           | allumer            |
| lose              | lost        | lost              | perdre             |
| make              | made        | made              | faire              |
| mean              | meant       | meant             | signifier          |
| meet              | met         | met               | rencontrer         |
| mistake           | mistook     | mistaken          | se tromper         |
| pay               | paid        | paid              | payer              |
| put               | put         | put               | mettre             |
| quit              | quit        | quit              | abandonner         |
| read              | read        | read              | lire               |
| ride              | rode        | rode              | aller à            |
| ring              | rang        | rung              | sonner             |
| rise              | rose        | risen             | lever              |
| run               | ran         | run               | courir             |
| say               | said        | said              | dire               |
| see               | saw         | seen              | voir               |
| seek              | sought      | sought            | chercher           |
| sell              | sold        | sold              | vendre             |
| send              | sent        | sent              | envoyer            |
| set               | set         | set               | mettre             |
| shake             | shook       | shaken            | secouer            |
| shine             | shone       | shone             | briller            |

| <b>Infinitive</b> | <b>Past</b>   | <b>Past part.</b> | <b>Translation</b>  |
|-------------------|---------------|-------------------|---------------------|
| shoot             | shot          | shot              | tirer               |
| show              | showed        | shown             | montrer             |
| shrink            | shrank/shrunk | shrunk            | rétrécir            |
| shut              | shut          | shut              | fermer              |
| sing              | sang          | sung              | chanter             |
| sink              | sank          | sunk              | couler              |
| sit               | sat           | sat               | asseoir             |
| sleep             | slept         | slept             | dormir              |
| slide             | slid          | slid              | glisser             |
| speak             | spoke         | spoken            | parler              |
| speed             | sped          | sped              | faire de la vitesse |
| spend             | spent         | spent             | dépenser            |
| spit              | spat          | spat              | cracher             |
| split             | split         | split             | fendre              |
| spread            | spread        | spread            | étendre             |
| spring            | sprang        | sprung            | bondir              |
| stand             | stood         | stood             | se tenir debout     |
| steal             | stole         | stolen            | voler               |
| stick             | stuck         | stuck             | coller              |
| sting             | stung         | stung             | piquer              |
| stink             | stank         | stunk             | puer                |
| strike            | struck        | struck            | frapper             |
| swear             | swore         | sworn             | jurer               |
| sweat             | sweat         | sweat             | transpirer          |
| sweep             | swept         | swept             | balayer             |
| swell             | swelled       | swollen           | enfler              |
| swim              | swam          | swum              | nager               |
| swing             | swung         | swung             | balancer            |
| take              | took          | taken             | prendre             |
| teach             | taught        | taught            | enseigner           |
| tear              | tore          | torn              | déchirer            |
| tell              | told          | told              | dire                |
| think             | thought       | thought           | penser              |
| throw             | threw         | thrown            | lancer              |
| understand        | understood    | understood        | comprendre          |
| undo              | undid         | undone            | défaire             |
| wake up           | woke up       | woken up          | réveiller           |
| wear              | wore          | worn              | porter              |
| weave             | wove          | woven             | tisser              |
| weep              | wept          | wept              | pleurer             |
| win               | won           | won               | gagner              |
| wind              | wound         | wound             | remonter            |
| withstand         | withstood     | withstood         | endurer             |
| withdraw          | withdrew      | withdrawn         | retirer             |
| wring             | wrung         | wrung             | tordre              |
| write             | wrote         | written           | écrire              |



# Information Questions

| QUESTION WORDS | MEANING                                 | ANSWER REQUIRED                     |
|----------------|-----------------------------------------|-------------------------------------|
| Who            | Qui                                     | Person                              |
| What           | Quoi                                    | Thing/action                        |
| Where          | Où                                      | Place                               |
| When           | Quand                                   | Time (hour, day, month, year, etc.) |
| How            | Comment                                 | Manner                              |
| Why            | Pourquoi                                | Reason                              |
| Which          | Quel, quels, lequel, laquelle, lesquels | Choice                              |
| Whose          | À qui                                   | Possession                          |
| How much/many  | Combien                                 | Quantity                            |

| Question word | Auxiliary | Subject    | Verb (inf.) | Object      |
|---------------|-----------|------------|-------------|-------------|
| Who           | Am        | Noun       | Regular     | Noun        |
| What          | Are       | Pronoun    | Irregular   | Pronoun     |
| Where         | Is        |            |             |             |
| When          | Was       |            |             |             |
| How           | Were      |            |             |             |
| Why           | Do        |            |             |             |
| How much      | Does      |            |             |             |
| How many      | Did       |            |             |             |
|               | Modals*   |            |             |             |
| EXAMPLES      |           |            |             |             |
| Where         | did       | you        | go          | last night? |
| Who           | did       | he         | see         | there?      |
| When          | does      | this class | start       | today?      |
| What          | do        | you        | want        | now?        |
| How           | are       | you        | today?      |             |
| Why           | does      | he         | do          | that?       |
| Whose car     | is        |            |             | this?       |
| How much      | does      | it         | cost?       |             |

## \*Modals

|               |                                   |                                                                                  |
|---------------|-----------------------------------|----------------------------------------------------------------------------------|
| <b>AN</b>     | Capacité<br>Demande<br>Permission | I can play hockey.<br>Can I go to the show?<br>You can watch TV until 9 o'clock. |
| <b>COULD</b>  | Capacité (passé)<br>Demande       | He could not read well.<br>Could you watch the baby for a while?                 |
| <b>MAY</b>    | Demande                           | May I please have more cake?                                                     |
| <b>MIGHT</b>  | Probabilité                       | It might rain tomorrow.                                                          |
| <b>MUST</b>   | Obligation                        | You must study for your exam.                                                    |
| <b>SHOULD</b> | Conseil                           | You should wear a coat; it's cold outside.                                       |
| <b>WILL</b>   | Future<br>Demande                 | He will be here soon.<br>Will you please listen?                                 |
| <b>WOULD</b>  | Conditionnel                      | If I had the time, I would watch more movies.                                    |

| Date |        | Description            |  | Amount  |  |
|------|--------|------------------------|--|---------|--|
| 1911 | Jan 1  | Balance                |  | 100.00  |  |
| 1911 | Jan 15 | Received from A. B. C. |  | 50.00   |  |
| 1911 | Feb 1  | Received from D. E. F. |  | 25.00   |  |
| 1911 | Mar 1  | Received from G. H. I. |  | 75.00   |  |
| 1911 | Apr 1  | Received from J. K. L. |  | 100.00  |  |
| 1911 | May 1  | Received from M. N. O. |  | 150.00  |  |
| 1911 | Jun 1  | Received from P. Q. R. |  | 200.00  |  |
| 1911 | Jul 1  | Received from S. T. U. |  | 250.00  |  |
| 1911 | Aug 1  | Received from V. W. X. |  | 300.00  |  |
| 1911 | Sep 1  | Received from Y. Z. A. |  | 350.00  |  |
| 1911 | Oct 1  | Received from B. C. D. |  | 400.00  |  |
| 1911 | Nov 1  | Received from E. F. G. |  | 450.00  |  |
| 1911 | Dec 1  | Received from H. I. J. |  | 500.00  |  |
| 1911 | Dec 31 | Total                  |  | 2000.00 |  |





# Between the Lines



Maintenir sa dignité.



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dans les sports  
du Québec

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Moi, je ne nuis pas à  
l'environnement.

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